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INAUGURATION
OF
ALBERT ROSS HILL, LL.D.

University of Missouri

EXERCISES
AT THE
INAUGURATION
OF
ALBERT ROSS HILL, LL.D.
as President of the University

DECEMBER 10 AND 11, 1908



COLUMBIA, MISSOURI
1909

EXCHANGE

COMMITTEE ON ARRANGEMENTS
AND PUBLICATION

F. H. SEARES, Chairman

GEORGE LEFEVRE

A. O. LOVEJOY

On December 10, 1907, RICHARD HENRY JESSE resigned the Presidency of the University of Missouri, after seventeen years of service in that office. January 6, 1908, the Board of Curators elected as his successor ALBERT ROSS HILL. President Hill entered upon his duties July 1, 1908. His formal installation into office took place on December 11, in the presence of the Governor of the State, the Board of Curators, the Faculties, delegates representing many educational institutions and learned societies, and a large assemblage of graduates, undergraduates and friends of the University. The exercises connected with the inauguration filled two days, Thursday, December 10, and Friday December 11. The following pages record the programme of these exercises, the principal addresses delivered upon the occasion, and the ceremonies of installation.

GENERAL ORDER OF EXERCISES

THURSDAY, DECEMBER TENTH

- 9:30 A.M. Formation of Academic Procession
- 10:00 A.M. Exercises in the University Auditorium:
Addresses of welcome; greetings on behalf of the colleges and universities of the country, the educational interests of the State, the students, the alumni, and the faculty
- 12:30 P.M. Informal luncheon to the guests of the University by the faculty, in the corridor of the third floor of Academic Hall
- 3:00 P.M. Exercises in the University Auditorium:
Address by JACOB GOULD SCHURMAN, LL.D., President of Cornell University
- 9:00 P.M. Reception to the guests of the University by the Board of Curators, in Rothwell Gymnasium

FRIDAY, DECEMBER ELEVENTH

- 10:00 A.M. Formation of Academic Procession
- 10:30 A.M. Exercises in the University Auditorium:
Installation of ALBERT ROSS HILL, LL.D., as President of the University; inaugural address by President HILL
- 12:30 P.M. Luncheon to the guests of the University by the alumni, in Lathrop Hall
- 3:30 P.M. Review of the University Cadets, and dress parade
- 4:30 P.M. Exhibition by the students of the Department of Engineering, in the Engineering Building
- 8:30 P.M. Torch-light procession by the students
- 9:00 P.M. Reception by President and Mrs. HILL

ORDER OF ACADEMIC PROCESSION

Chief Marshal

FIRST DIVISION

Marshal

President of the University and Governor of Missouri
Former President, Governor-elect, Chaplains
The Board of Curators, and Speakers

SECOND DIVISION

Marshal

Presidents of Universities and Colleges
Official Delegates

THIRD DIVISION

Marshal

State and City Officials
Specially Invited Guests

FOURTH DIVISION

Marshal

Representatives of Secondary Schools

FIFTH DIVISION

Marshal

Faculties of the University

SIXTH DIVISION

Marshal

Alumni of the University

PROGRAMME

THE AUDITORIUM, THURSDAY, DECEMBER TENTH, 10 A.M.

His Excellency JOSEPH WINGATE FOLK, presiding

1. Chorale University Chorus
What God doth will is mine to do *Gastorius*
2. Invocation
The Reverend WILLIAM COLEMAN BITTING, D.D.
3. Music University Chorus
How lovely are the messengers *Mendelssohn*
4. Welcome to the guests of the University on behalf of the
State of Missouri, by His Excellency the Governor
5. Welcome on behalf of the Board of Curators, by the
Honorable DAVID ROWLAND FRANCIS
6. Greetings on behalf of the Universities of the East, by
JACOB GOULD SCHURMAN, LL.D., President of Cornell
University
7. Greetings on behalf of the Universities of the South, by
JAMES HAMPTON KIRKLAND, LL.D., Chancellor of
Vanderbilt University
8. Greetings on behalf of the Universities of the West, by
GEORGE EDWIN MACLEAN, LL.D., President of the
State University of Iowa
9. Violoncello Solo Mr. L. O. MUENCH
Romance sans paroles *Goens*
10. Greetings on behalf of the Schools of Missouri, by the
Honorable HOWARD A. GASS, State Superintendent of
Public Schools

11. Greetings on behalf of the Colleges of Missouri, by the
Reverend JOSEPH ADDISON THOMPSON, D.D., President
of Tarkio College
12. Greetings on behalf of the Students of the University, by
WILLIAM WALTON WRIGHT, Class of 1909
13. Greetings on behalf of the Alumni, by the Honorable
ROBERT BURETT OLIVER, Class of 1877
14. Greetings on behalf of the Faculty, by JOHN CARLETON
JONES, LL.D., Dean of the College of Arts and Science
15. Music University Chorus
God is a spirit *Bennett*
16. Benediction
The Reverend WILLIAM WILSON ELWANG, Ph. D.

PROGRAMME

THE AUDITORIUM, THURSDAY, DECEMBER TENTH, 3 P.M.

The Honorable DAVID ROWLAND FRANCIS, of the
Board of Curators, presiding

1. Music University Violin Club
Menuetto *Haydn*
2. Address by JACOB GOULD SCHURMAN, LL.D., President of
Cornell University
3. Music University Violin Club
Adagio *Haydn*

PROGRAMME

THE AUDITORIUM, FRIDAY, DECEMBER ELEVENTH, 10:30 A.M.

The Honorable DAVID ROWLAND FRANCIS, of the
Board of Curators, presiding

1. Processional University Glee Club
Integer Vitæ
2. Invocation
The Right Reverend DANIEL SYLVESTER TUTTLE, D.D.
3. Music University Chorus
The Heavens are telling *Haydn*
4. Installation of ALBERT ROSS HILL, LL.D., as President of the
University, by the Honorable DAVID ROWLAND FRANCIS
5. Inaugural Address by President ALBERT ROSS HILL
6. Music University Chorus

The audience is respectfully requested to rise and join in singing
"Old Missouri"

*Old Missouri, fair Missouri,
Dear old 'Varsity,
Ours are hearts that fondly love thee,
Here's a health to thee!*

Chorus: *Proud art thou in classic beauty,
Of thy noble past;
With thy watchwords, Honor, Duty,
Thy high fame shall last.

Every student, man and maiden,
Swells the glad refrain,
Till the breezes, music laden,
Waft it back again.*

7. Benediction
The Right Reverend DANIEL SYLVESTER TUTTLE, D.D.

The music at the several exercises was furnished by student organizations of the University, under the direction of WILLIAM HENRY POMMER, Professor of Music.

THURSDAY MORNING, DECEMBER TENTH

ADDRESSES OF GREETING

HIS EXCELLENCY JOSEPH WINGATE FOLK, PRESIDING

*WELCOME TO THE GUESTS OF THE UNIVERSITY ON
BEHALF OF THE STATE OF MISSOURI, BY HIS
EXCELLENCY, THE GOVERNOR*

Last June when the people of Missouri received the intelligence that Dr. Jesse, who had been president of this University for so many years, had resigned on account of ill health, there was regret from one end of the Commonwealth to the other; for no man in Missouri stands nearer to the hearts of Missourians. It was felt that it would be impossible to find a suitable man to fill this important position. But when the Board of Curators announced that they had selected and elected Dr. Albert Ross Hill, the people were glad, for they knew that the mantle of Elijah had indeed fallen upon the shoulders of Elisha.

We inaugurate a Governor every four years, but a president of the University is inaugurated only once or twice in a lifetime. So this occasion is peculiarly important to Missourians. We welcome here upon this occasion so interesting to all concerned in the education of the American people many distinguished educators from other institutions. We welcome them, not as strangers, for their reputations have gone before them; they are the makers of America. America consists of the men of America, and these are the makers of the men of America. I welcome them in behalf of a state that has fewer mortgaged farms than any other agricultural state, fewer mortgaged homes than any other manufacturing state, and fewer mortgaged men than any other state in the United States. In behalf of such a state I extend them a cordial welcome—in behalf of a state around which a wall could be put and still the wants of those within supplied! I welcome them in behalf of a state that furnishes one-tenth of the wheat and one-twelfth of the corn of the entire world. I welcome them in behalf of a state that has within its borders the greatest nurseries on the globe. I welcome them in behalf of a state that

has no gold mines, but the poultry products of which exceed each year the total production of all the gold mines of the golden state of California. I welcome them in behalf of a state that has no silver mines, but whose minerals which the miners bring up each year into the sunlight exceed in value all the productions of the silver mines of Colorado. I welcome them in behalf of a state that has no oil wells to speak of, but which has thousands of miles of soil underlaid with coal deposits of the approximate value of four hundred billions of dollars. I welcome them in behalf of a state that raises horses that are sent to every part of the world, and that raises mules that bear the white man's burden to the remotest parts of civilization. I welcome them in behalf of a state that gives one-third of all her revenue to the cause of education. I welcome them in behalf of a state that has a percentage of school attendance greater than that of any other state in the Union. I welcome them in behalf of a state that has a percentage of illiteracy less by fifty per cent than the average in the United States. I welcome them in behalf of a state that has magnificent normal schools at Warrensburg, Cape Girardeau, Kirksville, Maryville, and Springfield. I welcome them in behalf of a state that has at the head of its educational system this magnificent institution, which is proud of its past achievements, but is to-day looking toward the future—satisfied with its progress in the past, but determined that the future shall far excel that past

In behalf of such a state I bid these distinguished guests welcome. With our hands, with our lips, and with our hearts we bid them welcome, thrice welcome.

*ADDRESS OF WELCOME ON BEHALF OF THE BOARD
OF CURATORS, BY THE HONORABLE DAVID ROW-
LAND FRANCIS*

My official connection with the State University began in 1889, when I became Governor of Missouri. The beginning of my term witnessed a crucial period in the life of the institution. The appropriation for the maintenance of the University in that year provided that no portion of that maintenance should be available so long as the then president and the then dean of the Agricultural College should continue in office. Before that Legislature adjourned, however, a law was enacted reorganizing the Board of Curators, and providing that not more than five of its nine members should be of the same political party and that no congressional district should have more than one Curator, thus removing the University from the domain of partisan politics and absolving it from the charge or suspicion of being supported in the interest of the county or city in which it was located. Soon thereafter Dr. R. H. Jesse was elected president, and the University under his able and efficient administration entered upon a new career of growth and usefulness. From 645 in 1888-9 the matriculations have increased to 2,900 in 1908-9. In twenty years the number of students has increased three hundred and fifty per cent, while the population of the state has increased only about forty-three per cent. The University of Missouri is a state institution in spirit as well as in name. It belongs to no political party, is the special possession of no section, of no class, but the property and the pride of all the people of the Commonwealth. Rejuvenated and strengthened after the ordeals through which it passed two decades ago, it has constantly grown in influence and broadened in its comprehension of the possibilities and requirements of a great institution of learning. It now enters upon a new epoch in its career. The seed sown in a soil enriched by sacrifice and toil, is blossoming into a bountiful harvest. The faculty—toilers in this field of education—are keeping pace with the advances in the world of science

and in touch with the most enlightened thought of the times. The alumni, whose ranks are annually augmented by a well equipped company of enthusiastic, grateful recruits, cherish a filial affection for an alma mater whose record and standing require no apology. The personnel of the Board of Curators has changed to some extent at the end of every biennial period, but the members of the Board have at all times realized their responsibility, manifested a faithful devotion to duty and have felt that any work performed or inconvenience experienced was not only a willing but an imperative contribution to a cause of which they were proud to stand in part as exponents. The legislators of at least ten general assemblies have given unmistakable demonstration of their intelligent appreciation of the value of the University by making necessary provision for its maintenance; and in this course they have been almost invariably sustained by chief executives whose courage and judgment have been bulwarks of strength.

We are met here to-day for the inauguration of a new president, and the honor has been assigned to me to speak for the Board of Curators, in behalf of whom I extend to our distinguished guests a cordial greeting.

*ADDRESS OF GREETING BY JACOB GOULD SCHUR-
MAN, LL. D., PRESIDENT OF CORNELL UNIVER-
SITY, ON BEHALF OF THE UNIVERSITIES OF THE
EAST*

Governor Folk, Ladies and Gentlemen:

I have no formal commission from the universities of the eastern portion of the United States to represent them on this interesting occasion. I owe the honor of a place on this platform to your partiality, growing first out of the connection of your president-elect with the university I have the honor to represent, and secondly to my long and intimate friendship with him. But if, ignoring these personal reasons, I might presume to speak for the older universities of the country—to which, indeed, my own, though an eastern one, does not belong—I should say that they feel an especial interest in the circumstance that the new president, whom you are in these days installing, stands pre-eminently for that type of liberal education and humane culture which for generations has characterized the institutions of the East and for centuries the institutions of the mother country from which these derived it. And if, adding to that general statement, I should venture to express the sentiments of the eastern but newer university to which I myself belong I should say that we rejoice, first in having an alumnus of Cornell elected to this high office, and secondly, in the fact that he has learned at Cornell to sympathize not only with the ancient culture of Europe and America but also with that modern type of education which has been especially welcomed in the West, and which at our western state universities has received such magnificent nurture and development. The state universities, like Cornell, stand both for the ancient education and the modern, both for what is noble and what is useful. While on the one hand they glorify the liberal arts, on the other they welcome modern science and the applications of modern science to the industries of life.

Here in Missouri is a field of great opportunity, a field which has been diligently and successfully cultivated for many years by my good friend, your distinguished retiring president. The new president enters upon the prosperity which the other administration has created. I congratulate him on these opportunities for service. I congratulate him, also, on the dignity of the calling to which he is called. I know nothing nobler in life than the work of the educator. As was said this morning by his Excellency, the Governor of the State, educators are engaged in the making of manhood; and the president of a great modern university is the director of the intellectual and moral forces which converge upon that exalted function. Such work, your new president will find, keeps men young and hopeful and enthusiastic, because, although at times they may see young minds apparently blasted, their experience convinces them that with the great majority there is wonderful improvement, and that even in the case of the exceptional minority through second and third trials they redeem themselves. It is absolutely impossible, ladies and gentlemen, for any president who is in touch with the life round about him to be anything but an absolutely confirmed optimist.

I congratulate your new president, also, because he is coming into a field where he himself will get the most liberal and many-sided education that he has ever received. He may think that he has learned something in the schools of America and Europe—I know the distinctions that he has won and appreciate his high attainments to their fullest value—but he has now to learn how to deal with three or four entirely different sets of men, help to accomplish the objects that all have in view, and keep the forces working in mutual confidence and harmony. Than that there is nothing more difficult in any office, whether it be the office of the Governor of the State or of the President of the United States. For your Board of Curators, made up as it is of practical business men, and men taken from the public service, has, naturally, a different point of view from that of the faculty; and will look at things inevitably from its own point of view. On the other hand,

the faculty is composed of men devoted almost exclusively to educational interests, each department being enthusiastic over the advancement of its own interests for the greater glory of the university under which it exists. And the new president will find that he will have to look at every problem that comes up from these two points of view, and that he will have to keep these two bodies of men in mutual understanding and harmony. That is not all, either. The alumni of the University will have another point of view, and the president will find that no change can be made of any importance but the alumni will take it into account, and want to know why the good old institution has been changed and these new-fangled ideas brought in! And the students have their own point of view. For example, in a court of justice you get testimony from outside sources, but in a university, you never ask a student about a fellow student; you ask him about himself only. In addition to these four groups on the spot, there are the schools of the state and the professions of the state, there are all the scholarly and scientific pursuits and callings that men and women follow, of which the state university is the natural head; and with these it is the business of the president to keep in sympathetic touch. Have I not said enough to justify my statement that I congratulate your new president on the opportunities for personal education ahead of him?

Finally I want to say this: the University of Missouri is to be congratulated on getting a man—a first-class man, the noblest gift of God to any state. I trust that the University of Missouri will at once make up its mind that it wants this man for a lifetime; otherwise his service is necessarily made inefficient. The other day I heard a man who had served the oldest and largest university of the East say that what he had done any of us might do on one condition, and that was that we have forty years to do it in. I hope that President Hill will have from thirty to forty years in which to serve this University. And unless he understands and you understand that all his life is to be devoted to this work all the rest of his active days,—the work from the beginning is bound to be hampered and maimed.

Finally, I will say before his face what I have said often behind his back,—not *all* I think, because my own views would perhaps seem tintured too much with enthusiasm, to those who merely know President Hill by name—but I think all of you who know him or know anything about him will regard this statement as a sober estimate, that within a half dozen years he will have proved himself one of the best half-dozen university presidents in the United States.

So on this day when you are putting him at the head of this great and growing University, supported by this great State of Missouri, which in wealth and population ranks, I think, fifth in the Union, a university destined in my judgment to grow even more rapidly and grandly in the years to come than it has in the past, I congratulate you on the possession of such a man and such a university. I bring you the sincere and hearty felicitations of Cornell University and of the older universities of the East, who, I am sure, share our joy and pride.

*ADDRESS OF GREETING BY JAMES HAMPTON KIRK-
LAND, LL.D., CHANCELLOR OF VANDERBILT UNI-
VERSITY, ON BEHALF OF THE UNIVERSITIES OF
THE SOUTH*

Your Excellency, Ladies and Gentlemen:

No institution may contest the pre-eminence and the exclusive rights of Cornell University on this occasion, but I am pleased to acknowledge the very tender tie that binds Vanderbilt University to this institution and to the State of Missouri. Vanderbilt has many alumni in this State laboring in one field or in another for the great cause of material and educational upbuilding, but if Vanderbilt University had done nothing else for Missouri than to give her her distinguished Governor, the chairman on this occasion, I should feel that I might justly claim a welcome at your board. It is very pleasant to me that this fact has already been alluded to by the chairman, showing that he is as proud to acknowledge his alma mater as I am pleased to claim him in your presence now.

I am supposed to speak for the institutions of the South. My clients are numerous, and extend from the Atlantic to the Pacific, from the Ohio to the Rio Grande. They represent institutions of every kind and connection, of every style of origin and history, of every present and previous condition of poverty, servitude and lassitude. The term "university" has gradually become restricted in meaning, but in the South we have universities that by charter are destined to prepare students for entrance to college. For a hundred years the South has been a fruitful field for the establishment of denominational institutions. Our people have clung to the old ways and lived the simple life, have frequented the old meeting house and lent themselves readily to the plans of others pertaining to things educational as well as religious. Perhaps you have heard the definition of a southern gentleman: that he is a man who treats his wife with flattering gallantry, who reads eighteenth century literature if he reads at

all, who goes to church every Sunday and believes everything in the Bible, who eats hot biscuits and sweet potatoes, and always votes the Democratic ticket.

But the South, too, has been and is active in educational matters under the control of the State. The first state universities were established in the South. It is only the fact of our years of distress that has caused Southern institutions, representing Southern states, to lag behind in the great educational race that has been led by these splendid institutions of the West and Middle West. We are doing better now, however, and every state in our territory from Virginia to Texas is granting larger appropriations for its universities. Every state is building new buildings, enlarging its faculty and enlarging its dominion. In that fight I desire to acknowledge the assistance we have received from the splendid example of the State of Missouri. What you have done in the past twenty years in erecting new buildings, in drawing students by the hundreds and thousands to your halls, in increasing your facilities and the number of your professors, in extending your influence from one end of the country to the other, has brought to us at some moments a feeling of despair; but again it has been a ringing challenge to us and a strong comfort. And not only has your progress locally been marked, but no less worthy of mention on this occasion has been the splendid influence that has gone out from this institution over the State—that has caused the upbuilding of hundreds of high schools able to prepare students for the University. That you have done these things, my friends, is not merely because you have a great state, a wealthy state, a progressive state, but these things have been done in the last score of years, in my opinion, chiefly because you have had a great educational leader at the head of this movement. This hour should be for him an hour of triumph. Some of us still have tasks, heavy tasks, ahead of us; most of us have much work yet to do before we can be entitled to any praise; but the record that he has made in the past twenty years is enough to satisfy any man, and enough to make his name remembered in the annals of this institution so long as men cherish history.

So we bring our congratulations to-day for what has been accomplished, and express our confidence in the great work that is being done and our admiration for this state and its loyal and magnificent institutions. As Missouri grows in wealth, this institution will develop, its resources will still increase, and its influence will extend. The wise policy of the past twenty years is endorsed again to-day when the university calls to its leadership a man skilled in affairs of the inner life of a university, recognizing the worth of scholarship, and yet in touch with the larger life that a university must feel in order to prosper; knowing books, and yet knowing men; loving his students, yet loving them because he sees in them the possibilities of a larger life and a larger service that they must render to the world at large. I congratulate you that you have called to your service a man worthy to follow President Jesse, and worthy to lead this great institution to still higher attainments. Wide are your fields, but wider will be the influence of this institution. Rich are the products of your farms, but richer still will be the productions of the intellectual life that is nurtured here. Persistent and powerful are the currents of your mighty rivers, but still more persistent and more powerful will be that current of influence that swells and pushes from these walls and lifts up all the Commonwealth to a higher level. Institutions for higher learning are immortal. They never die; they cannot die. They live in lives ennobled and blessed. They live in thoughts sublime, that pierce the night like stars, and urge men's souls to vaster issues. They live in great discoveries that create a new heaven and a new earth. They live in society uplifted, in the Kingdom of God descending to dwell among men. We whose lives are set amid tasks like these count not our labors in terms of material progress but of spiritual life. All the world is our field, all truth is our creed, all nature our temple, all mankind our brethren, all time our life period. Parties may pass and re-pass, kingdoms may wax and kingdoms may wane, cities may rise and crumble into dust, but the work of universities will abide. They build their monuments in the

ascending steps that lead from the lowest vale of human endeavor to the golden arch of heaven's portal.

It is to this task, Mr. President, that you have been called to-day. May your life expend itself in this glorious service, and may your administration of this institution have the splendid distinction of leading a great commonwealth in its onward triumphal march.

*ADDRESS OF GREETING BY GEORGE EDWIN MAC-
LEAN, LL. D., PRESIDENT OF THE STATE UNIVER-
SITY OF IOWA, ON BEHALF OF THE UNIVERSI-
TIES OF THE WEST*

*Your Excellency, Mr. President, Gentlemen of the Board of Cu-
rators, Mr. Ex-President, Distinguished Guests, Fellow
Craftsmen of the Faculty, Alumni, Fellow Students, Boys
and Girls:*

Your professor of rhetoric will acknowledge that that was a climax. We are here to-day because not only what has been said of President Jesse is true, but because we of the other states, professors and presidents, love President Jesse. And we never meet without saying "How is dear old President Jesse?" And as of Sir Christopher Wren, the architect of St. Paul's, it is said, "If you would see his monument, look about you," so we say of President Jesse. We are also here to-day because we love President Hill. His works, too, already follow him. Three Western states in which he has labored, Wisconsin, Nebraska, and Missouri, to-day bring their trophies of his success as a teacher and as a leader of men. We delight to be chained to his chariot wheels as he goes to his Capitoline in his great triumphal procession, and to acclaim him as the man beloved, as the man who has already accomplished, and the man of the greatest promise among us.

You will pardon me if I, like his great master Schurman, also bear personal witness to his power. At the head of the great department of philosophy in the University of Nebraska, it was my privilege to work with him and to see the signs of his coming greatness. Oh, you Missourians no longer need to be shown; you have simply forestalled Nebraska who to-day hunts for a chancellor. And we are here because we admire (this great audience makes it embarrassing to use the word *love*) an alumna of Cornell University, a doctor of philosophy, the worthy helpmeet of your new president, Mrs. Hill. We bring

them our greetings on this marriage occasion to which President Schurman has referred, and some of us are so happy that in making a prayer at this wedding we may go as far as did the old Scotch minister. He prayed that the married couple might live together long in peace and happiness, and that they might attain unto that felicity where they neither marry nor are given in marriage, but are as the angels in heaven. To-day as Dr. Hill comes back to this faculty of which he has been a part, and as all the University stands about, we feel that they have attained unto that condition.

It is my privilege, in a word, to voice the sentiments of the universities of the West, from an expanse of country from the Ohio and Potomac to the Golden Gate—greater than the Oriental Empire in its glory. There are seventy-six universities in that territory, having ninety-three thousand students enrolled last year. In round numbers there are seven thousand trained men on their staffs of instruction, and fifty-five millions of annual income, averaging not less than a half a million to each university. This in the new West! Amid these universities stand some of the greatest in the land on private foundations, and as we of the state universities pass them we say, "The Lord bless you!" And as they pass the group of sister state universities at last they are ceasing to say "godless and immoral." Your position is clear. The motto on the front page of your catalogue begins, "Religion, morality and knowledge"—the trinity of state universities, as sacred as in any private institution. The state universities in the last decade, taking fifteen of them in this great Middle West, including your own, have reversed the position of being sixteen thousand in attendance behind the great fifteen Atlantic seaboard universities, to that of being sixteen thousand ahead of them. Thus rapidly are the state universities fulfilling the prophecy of Harper on his dying bed. He said, "The heritage of the future belongs to the state universities. They are the significant development, the most significant, of American democracy." To-day in bringing greetings we come (I was about

to say to Democratic Missouri)—yes to democratic Missouri, democratic in the non-partisan sense as we all strive in America to be, realizing that to-day you add a new recruit, yet a tried one, for the burden bearing of the democracy of the Union as represented in its forty-two state universities. And these universities of the West, public and private, have especially in the last decade developed not only that of which we shall hear, the utilitarian side, the magnificent agricultural side; but they have developed specifically, many of them, great graduate schools as well as great schools of applied science. The old classics still flourish, and, in this Western Missouri, great organizations like the Classical Association, the Modern Language Association, the Philosophical Association have sprung up. And so with humility and with thanks to God, knowing that these universities stand for these things, stand as almost the last resort of freedom and of truth in America, too often tyrannized over even by public opinion, may we not say, in the words of Whittier:

We cross the prairie as of old
The Pilgrims crossed the sea,
To make the West, as they the East,
The homestead of the free.

*ADDRESS OF GREETING ON BEHALF OF THE
SCHOOLS OF MISSOURI, BY THE HONORABLE
HOWARD A. GASS, STATE SUPERINTENDENT OF
PUBLIC SCHOOLS*

It is a high honor to speak on this occasion and to extend greetings in behalf of the public school system of Missouri—a system that is not ideal, but yet holds honorable place in the sisterhood of states. Our great Commonwealth is constantly growing greater, and our school system is keeping pace with the State's magnificent material development. Missouri has wrought mightily and achieved wonderfully in the past. She stands to-day the peer of most and excelled by few in the galaxy of states. Our school system, established half a century ago, has grown with our growth and strengthened with our strength. But much as has been accomplished, and proud as we are of our progress, there still remain other heights to climb, better things to be secured, greater victories to be won.

The scheme embraces the complete education and training of the child from the rural and grade schools, through the high school, the normal school and the University. The way is open to all, and all are invited and urged to enter and share the privileges and advantages offered. But entrance is not alike easy to all, and since there are many who cannot avail themselves of all the opportunities offered, the work of each grade should be so thorough that he who finds himself unable to go further shall have ability to cope successfully with life's duties as he meets them.

My greetings are from the great body of workers in our educational system to its respected and honored head. On behalf of the ten thousand earnest, faithful rural teachers and the six thousand wide-awake, capable, town and city teachers who are solving the problem of bringing the school and home life of our people in close touch with the wants and needs of the race; and

on behalf of the eight hundred thousand healthy, handsome girls and boys who are taught by this faithful band, I greet you.

On behalf of our excellent normal schools, teachers' colleges of first rank, presided over by as capable faculties as can be found anywhere; and on behalf of their students numbering several thousand of the brightest and best young men and women in the Commonwealth, I greet you.

On behalf of all these, I greet this great institution of learning, which offers special technical and professional instruction and training of the highest order. I greet this cap-sheaf of Missouri's educational system. I greet this, the greatest university in the Middle West, an institution whose wonderful growth during the past decade has been the marvel of the times. I greet its faculty of more than two hundred experts, its student corps and alumni of thousands of noble men and women. I greet its distinguished ex-president, Dr. Richard Henry Jesse, noble, Christian, manly man, to whose unwavering devotion and untiring energy is due, more than to any other one person, the exalted position this institution now occupies. Finally, I greet its new president, Dr. Albert Ross Hill, in whose great ability, kind heart, boundless enthusiasm, and sterling worth the people of Missouri have an abiding faith. May this institution, Sir, great as it is, grow and prosper under your administration, even more rapidly than in the past. May it increase in power and efficiency and influence until it shall stand the peer of any university in the Union.

*ADDRESS OF GREETING BY THE REVEREND JOSEPH
ADDISON THOMPSON, D.D., PRESIDENT OF TAR-
KIO COLLEGE, ON BEHALF OF THE COLLEGES OF
MISSOURI*

Friends who have gathered together on this auspicious occasion:

There has been for a good many years in our State an association of colleges and universities. This has met annually, and sometimes on special occasions, for the purpose of considering suggestions which were of mutual interest to these institutions. The State University has had its place in this association. Washington University in St. Louis, and St. Louis University have also had their places, and in connection with these have been seven other colleges. I speak to-day particularly in behalf of these colleges.

These colleges have a history which is bound up with the history and development of educational institutions in the state. Our history begins with the foundation in 1849 of the oldest of these colleges, Central College, at Fayette, Mo. From that time until the year 1886 there have been established additional colleges until now there are seven included in this association. I should perhaps say, so that you may understand why the limits are as they are, that this association has established by agreement certain conditions upon which institutions may be admitted to membership. These include a certain amount of endowment, a certain number of teachers who are employed in teaching college work distinctively, and certain other requirements which have limited the number of institutions in the association. This association, and the policy which has naturally been adopted as these institutions have grown and developed, have brought into very close touch the colleges of the State and the University. Our State Superintendent of Public Instruction has just acknowledged for the State itself the leadership of the University. It might be said possibly that the State Superintendent himself would have the leading position, the leading educational position in the

State, yet when we reflect that that position is an elective position which a single individual may fill for a short time at best, I think we are all ready to recognize that the man who holds the position in which Dr. Hill is to be placed, who holds this position easily and rightfully, holds the position which all of us must agree is the first educational position in the State of Missouri. We are glad, then, to acknowledge the leadership of Dr. Hill because of the position which he will hold as President of the University of Missouri.

Educational institutions have grown up until the universities, as has been said by the state university presidents who have spoken to you to-day in behalf of the universities they represent, do hold a position as leaders. The vast numbers of students who throng to the halls of these universities, the faces which are being turned toward them, the positions filled by their graduates—all these indicate the fact that there is now and is to be in the future a great position, the greatest in our land, occupied by these institutions. The problem is what to do with the vast numbers of students who throng to their halls. Years ago, under the presidency of President Jesse, the University cut off its preparatory school. There was no necessity for it to continue to prepare students for university work. The presidents of the universities to-day are questioning the advisability of admitting students just entering upon a college career. Some are sending out letters to the colleges in their states asking that they make special effort to secure young men and women who are entering the freshman and sophomore years and to give them the necessary training. They say that they cannot take care of these young men and women.

I speak in behalf of those institutions that will gladly bear their share of the educational burden of the State, of institutions who ask that the State give to them, and who believe that the State will give to them under the administration of Dr. Hill, a position and a recognition which has not been given their work and their institutions in the years that are past. The State of

Missouri needs all the endowed institutions within its borders. It needs more than are located within its borders. If you will notice, the educational institutions have clung closely to the river. The population has determined that. There is but one institution, one institution among the ten connected with the Missouri College Union, which is located fifty miles from the Missouri River. I say to you to-day that there is need, a very great need, in certain great districts of this State of Missouri for colleges amply equipped and endowed to do the educational work which ought to be done. I say to you to-day that there is ample room for a large number of colleges, well endowed, well manned, well equipped, in addition to the institutions already existing in this State.

I want to speak a word in behalf of the administration which has just gone out. I want to express my admiration for the man who has been so highly praised on this occasion. What has been said has been well said. The language is not the language of the flatterer. Those who are connected with the other institutions of the State recognize the fact that to Dr. Jesse we are indebted for a great advance in the educational system of the State. We of the colleges realize that we are indebted to him for bringing into close touch the State's manifold educational interests. We anticipate that under the coming presidency of Dr. Hill there will also be a great advance—a greater advance. Some of the problems which have been unsolved by the administration just going out, some new problems which may come to the life of this State, will be met, and we believe successfully met, by this new president.

I wish in expressing the greetings of the colleges to President Hill to say that he already comes to his place among the educational institutions with the hearty love and admiration of every man connected with these institutions. We have known him in the years that are past, we have admired him as an educator and appreciated his ability as an administrator, we have believed that he was the right man when the Board of Curators elected him to the great position to which they have chosen him; and, more than this, we have loved and admired him as a man.

Underneath his scholarship, his ability as an educator, we find manhood—that great fundamental quality which will give him power not only in dealing with the students, the graduates, the Curators of this University, with the people of this great State, but with every man who comes in contact with him. It is sterling Christian manhood which we delight to find in the man who is to be the leader of the educational interests of this State.

I bring him greetings on behalf of the colleges of the State of Missouri.

ADDRESS OF GREETING ON BEHALF OF THE STUDENTS OF THE UNIVERSITY, BY WILLIAM WALTON WRIGHT OF THE CLASS OF 1909

No institution, no organization, no enterprise of any sort can exist or be successful without a head, without one directing mind. There must be unity, there cannot be discord. All effort must be directed towards one point, if the greatest progress is to result. In every walk of life we find the search for the right man to fill the all important position is going on. Happy is the University of Missouri in securing as its leader one whom nature, training and choice have made a man in the fullest measure, a man whose intellectual and moral status is a source of just pride to all associated with him, a man whose broad human sympathies, whose insight into and regard for mankind make him the friend of the rude and uncouth as well as of the refined and cultured, a man whose genial disposition, love of fairness, and knowledge of conditions permit him to reach all of every class. Such a man has surely come into his own at the head of a great educational institution.

Closely allied with the president in his work is the faculty. In the strength of this body, having upon its roll members whose devotion, whose integrity, and whose high standards can not be questioned, this institution has been especially blest. Such a faculty must be maintained, added to and supported; never diminished or weakened. Changes and losses will occur; knowing this it behooves us the more to use the greatest vigilance in prevention and the greatest diligence in replacement when the emergency arises.

While the designing, the directing, and the execution of the policies of the University lie with the president and the faculty, upon the student-body rests the privilege of compliance and obedience. Here there needs concerted action also. Not but that individual interests and tastes vary widely. Not but that rivalries and contests will exist, but these if carried on in the

right spirit, are helpful. Still prevalent must be a unity of purpose in the upbuilding of our University. Among the students a genuine college spirit must be found. Not the college spirit of promises unkept or resolutions disregarded; not the college spirit of the boastful, the blatant, the verbose. But the college spirit of deeds done, of results attained, of battles fought, of strife for the right. College spirit is spoken of so frequently that we are apt to give less attention and attach less importance to it than it deserves. The spirit which avails is the kind that causes a sacrifice upon the part of him possessing it. A college spirit that does not lessen the greatest vice in the world, selfishness, that is not conducive to the production of helpfulness in a student's relations to fellow-students and to the college, has fallen very far short of the mark. Perhaps the noblest sentiment expressed in human language is found in Lowell's "Vision of Sir Launfal":

The Holy Supper is kept indeed
In whatso we share with another's need;
Not what we give, but what we share,
For the gift without the giver is bare.
Who gives himself with his alms feeds three,
Himself, his hungering neighbor, and me.

A mere naked gift to your alma mater may mean nothing; it may even be detrimental. But when you determine to share with it the best of your life, you will then have what represents the highest type of college spirit. You will be a true benefactor. In the best book ever given to man it is said, "By their fruits ye shall know them." Have you love for your college? Manifest it in your works. Be you bearers of sheaves that it may be said of you in that day, "Well done thou good and faithful servant." Above all things let not worldly gain, self-aggrandizement, or the love of praise from man, enter to rob you of the joys of an unselfish loyalty to your college, and it of the reward of having a true, a loving, a devoted friend. To Dr. Albert Ross Hill, whom we delight to honor, we are glad to commend our interests.

*ADDRESS OF GREETING ON BEHALF OF THE ALUMNI,
BY THE HONORABLE ROBERT BURETT OLIVER,
OF THE CLASS OF 1877*

Mr. Chairman, Ladies and Gentlemen:

This must ever be a memorable day in the history of the University. It is the inauguration of the eighth president; and yet the University is less than three score and ten years of age—the allotted life of man.

What, say you, does this change in presidents mean? Does it mean strife within the State? Does it mean unwise management on the part of the Board of Curators? We answer frankly, and in the order of the questions.

There has been strife within the State. For fifty years it was a struggle to live. For fifty years a small number of brave, patient, patriotic men led the fight for higher education—for a great State University. For forty-three years the State, from some cause, no matter what, refused to erect a single building for teaching purposes on this campus. But I am glad to tell you that that is not the condition in the State to-day, Sir. Eliminate the President's House, the Agricultural Building, the magnificent old columns—monuments to the Fathers—and every brick and stone that we see about us to-day has been wrought and cut within the last eighteen years—during the administration of President Richard Henry Jesse.

So strife within the State is ended. These solid and imposing buildings on every side of us attest it. Peace, contentment, pride and a glorious satisfaction reign throughout the State. Three thousand loyal alumni, leaders of thought in every county of this imperial State, demand that that peace shall continue forever. A lofty, patriotic public sentiment prevails throughout the Commonwealth to-day; and hereafter no narrow, selfish demagogue will dare deny the University's usefulness or attempt to discredit its contributions to the State and Nation. We, therefore, answer your first question, No.

The Board of Curators may have erred at times, may have been wanting in wisdom at times. Its members may not have always been selected and appointed because of love for the advancement and glory of the University. We concede that the Board has had weak men, sometimes designing and selfish men, upon it; but as a whole, as a unit, let it be said now and forever, that no state, corporation or cestui que trust, ever had a more intelligent, faithful, generous, self-sacrificing body of men to serve as officers or trustees than the Board of Curators of the University. Illustrious names, some ex-members of the national Cabinet, ex-Governors, statesmen, orators, lawyers, scholars, artists, bankers, business men, philosophers, philanthropists—Missourians, patriots all!

Who will say that these men do not love our University? Who will say that these men have not given of their time, their talents and their means to make our University great? Who will say that such a body of men is not able to manage the University and to direct its affairs and to present its needs to the people of the State?

Further, the Board of Curators may have made mistakes, but, as I look back over sixty-eight years of their service and note the delicate duties they have performed, the difficult problems they have so wisely solved, and observe the magnificent results obtained, I am persuaded to believe they walked not in the shadow of human wisdom alone, but in the sight of Him who said, "Let there be Light."

Under the constitution and laws of our State the tenure of office of President of the University is not so secure as many of us would like to see it, not so far from the small politicians as we would like to have it. Time was when presidents here, no matter how able—and they were all able—changed about as often as the Governors of the State. But thanks to an intelligent public press, and a united alumni in every county of the State, that condition will never exist again. Mr. President, I want to emphasize the fact that this University belongs to the people of the

State—not to the politicians and place hunters. It is an asset of the State, the most precious of her belongings, and woe to him who dares to debase it, and to make it a place of reward for some political boss.

We, her children, love her because she taught us what freedom of conscience is. We love her because she is the property of, and is supported by, all the tax payers of the State. And although the plan for her government and the mode of election of her president and faculty are not without fault, nevertheless we love her because she is governed, and her president and faculty are elected, by a Board of Curators appointed and confirmed by the officers of the people of the State.

This, Sir, is the great difference between a state university and a university founded and supported by private gifts. Now and then a weak, puny, partisan Governor or managing board may attempt to dictate, may attempt to direct or to interfere with political and religious freedom in a state university; but the abuse, if tolerated at all, is soon checked and corrected. This independence of thought, this freedom of political and religious opinion, is essential to our people and the future of the University. These priceless privileges may not, it seems, be enjoyed by all the faculty in all the privately endowed universities of the nation. Here, if we are true to our trust, no private contributor, no combination of givers, however pressing our needs, however great the gifts, can shackle or suborn the expression of the truth, fetter the conscience, shape the views of a single professor or direct the course of study to suit a selfish end.

Time forbids a further discussion of this subject and its sequence; but, in my opinion, the perpetuity of our Government, state and national, depends upon our holding fast to these principles: and the better these principles are understood, the greater the usefulness of the University.

And now, Mr. President, in behalf of the entire body of alumni of this institution, I bring you greetings and congratulations. Some of us live in every county in this great State, some

of us have homes in other states, territories and nations; some of us have attained international fame, a great majority have won distinction in our own country and are to-day serving State and Nation, but a still greater number of us are private citizens exerting an influence for the intellectual uplift of the people with whom we live. And I am commissioned by them all to pledge to you, Sir, to the faculty, and to the Board of Curators, our hearty support and co-operation, to aid you in making this University the most potent and useful seat of learning in this great Mississippi Valley.

ADDRESS OF GREETING ON BEHALF OF THE FACULTIES OF THE UNIVERSITY, BY JOHN CARLETON JONES, LL. D., DEAN OF THE COLLEGE OF ARTS AND SCIENCE

Albert Ross Hill: In the name of the Council of the University of Missouri, greeting.

In the history of this institution there have been two notable periods of struggle and conquest. The first of these fell at the very beginning of the administration of President Laws. The adoption of the Constitution of 1875 had swept away with one stroke the provision for stable maintenance of the University and had thrown it wholly upon the generosity and liberality of the State. It was confidently thought by the friends of higher education that the recognition of the University in the new Constitution securely committed the State to its support. It was found, however, that the provision of the Constitution for the support of the University out of the public school fund was looked upon with favor neither by the members of the Legislature nor by the people of the State. The provision that the public school fund should allow for such support, and that the exigencies of the case should determine such support, was the bulwark behind which the enemies of higher education took refuge; and the report of the Committee on Appropriations just thirty-one years ago provided specifically that no part of the public school fund was to be used for the support of the University of the State, because the public school fund was not sufficient. The battle for support had to be fought. The struggle was sharp and decisive. Before the adjournment of the Legislature of 1877, the State was committed to the permanent support of its highest educational institution—not, however, as a part of the public school system, but as a part of the State's system of eleemosynary institutions! From that time until now the State has supported the University with ever increasing generosity and with ever growing liberality.

The next notable struggle fell just at the beginning of the administration of the president who, crowned with honors, laid aside a few months ago the robes of office. I like to call this the battle for position. I have just said that the Constitution provided for the support of the State University out of the public school fund of the State; that is, the Constitution recognized the University as the head of the public school system and, as such, as being entitled to support from the same common fund. This position, however, was one which could not be won by legislative enactment nor by constitutional provisions. The administration just closed spent much effort and great labor in winning for the institution that position in the educational system of the State which it now holds. This has been gained by long, persistent and strenuous endeavor. It is because of the services of this institution to elementary and secondary education in this State that it is now recognized as the head of the State's system of public instruction. It has stimulated the high schools in many ways, it has aided them in solving their problems, and it has helped them to improve their position year by year. An important point, often overlooked in education, is that the stimulus always comes down from above; that it is always the University that lifts up the high school and the academy, and these in turn that lift up the elementary school; and that without a great University there can be neither good high schools nor good elementary schools. Hence in fighting the battle for position the University has not only benefited itself, but it has rendered to secondary and elementary education benefits which cannot be told in words nor measured in figures.

These two campaigns, for support and for position, ended in splendid success. A third notable struggle now awaits us. For lack of a better name, I shall call this the struggle for influence. And it is an interesting coincidence that as the struggle for support came just at the beginning of the administration of President Laws, and that for position just at the beginning of the administration of President Jesse, so the struggle for in-

fluence is beginning at the very outset of your administration. The task which lies before you is a laborious one, and yet it is one that must fire your imagination, quicken your pulse, and arouse your mightiest energies. I shall not be understood, I am sure, as minimizing the magnificent work that has already been accomplished here, if I say that the University's usefulness has just begun, and that it has barely laid aside its swaddling clothes. No one who knows its history can doubt that a great future awaits it. The cherished child of a rich and prosperous state, located in the center of this magnificent valley of the Mississippi, free from all sectarian and partisan political influence, attracting students from the North and South, from the East and West alike, it has the opportunity to become a mighty power for good, a fruitful source of knowledge and of untold service to this Commonwealth, to this Nation, and to the world. To guide this institution to its destiny is the glorious task that is awaiting you. By the authority of the Commonwealth you have been chosen as the leader of the educational forces in this State. You have been made commander-in-chief of the army that is waging the battle against ignorance, against vice, and against crime in this splendid Commonwealth. In behalf of all the faculties of the University I extend to you our hearty greeting, and welcome you as our leader in this new campaign which may in truth be said to be beginning to-day. In welcoming you as our commander-in-chief, we do not feel that we are tendering allegiance to an unknown leader. For four years we had the opportunity to judge of your ability as a leader, of your skill, of your justice, and of your power to inspire those with whom you come in contact to their best endeavor. We know your high ideals in education, your consecration to duty, your earnestness, your sincerity and your integrity; and knowing these, we extend to you a hearty greeting, we bid you welcome, and we pledge to you, upon the honor of soldiers, an allegiance which shall last until the battle is over and the campaign is ended and we have been mustered out. Under your leadership we enter into the struggle that awaits us with fervid

zeal, with earnest purpose, and with sure confidence that you will lead us on to victory, and that when the campaign is ended the University of Missouri will have extended its influence far and deep throughout this Commonwealth, and also far beyond its confines.

THURSDAY AFTERNOON, DECEMBER TENTH

ADDRESS
OF PRESIDENT SCHURMAN

THE HONORABLE DAVID ROWLAND FRANCIS, PRESIDING

INTRODUCTION BY THE CHAIRMAN

The commonwealth of letters has all ages and all time for its own. The field of learning and education has no metes and bounds of longitude or latitude. We have observed within the past few years that Massachusetts has sent to Missouri for a president of its Institute of Technology, and also for the Institute of Technology at Worcester. It happens that Missouri in sending to Nova Scotia for its new president merely followed the example of Cornell; for the great university of New York also sent to one of the provinces of Canada for a child of the Dominion. Why have these men, who were educated upon two continents, gone beyond the limits of their own country and turned their eyes to the United States for the field of their labors? We can only account for it by believing that this country afforded the best opportunities for such talents as they possess. We felicitate ourselves upon the judgment we exercised in finding the best men available wherever they might be and from whatever race they might have sprung.

The address this afternoon will be delivered by a distinguished citizen of New York, a man who is not only eminent as an author, but who has gained an international reputation as an educational administrator. Nor is his eminence confined to the labors I have mentioned. As a statesman he has been called upon by the President of the United States to solve one of the most difficult problems ever presented to our National Government. I need not mention his name for I am sure that the promptings of your heart tell you that I allude to President Schurman, of Cornell University. I should like to have the honor of presenting to you the orator of this occasion, but our President-elect, although not formally installed, is sufficiently known to you to do that service for Dr. Schurman, his old friend; and I will therefore call upon Dr. Hill to introduce to this audience the orator of the occasion, Dr. Jacob Gould Schurman. Dr. Hill!

INTRODUCTION BY PRESIDENT HILL

Ladies and Gentlemen :

The Committee on Arrangements desired to have one session of this two days' programme devoted to a discussion of educational questions without so strongly personal a note as might characterize the other sessions, and without forcing the speakers to govern themselves according to a time limit. They wished to provide a programme that would be general in its character, and in which the speaker should represent all that is typical in American higher education. What is more natural than that they should turn, in making this selection, to Cornell University! That University is located in the East, but its spirit is of the West. It draws its support from private endowments, but also from the bounty of the Federal and State Governments, and therefore combines in a unique way the characteristics of all the larger universities of this country. And, furthermore, that University was the first, probably, in the country to exhibit the truly democratic spirit which characterizes the state universities of the Middle West; and these state universities have drawn much of their plans and models of work from Cornell University.

Furthermore, they found in the President of that University one who represents the highest type of educator in the country. It was, of course, a matter of great satisfaction to me to have the honor fall upon him, not only because Cornell was my alma mater, but also because he was my greatest teacher. I therefore take great pleasure in introducing to you the distinguished scholar, orator, and statesman, President Jacob Gould Schurman.

*THE IDEAL OF A UNIVERSITY IN ITS HISTORICAL
DEVELOPMENT AND MODERN SIGNIFICANCE*

ADDRESS BY JACOB GOULD SCHURMAN, LL.D.

President of Cornell University

The university is the product of the Middle Ages. Indeed most institutions of modern Christendom had their origin in that period of its history. For the mediaeval mind had a genius for embodying its ideals in institutions, thus transforming them into historic forces. We admire the Gothic cathedrals which mediaeval architecture has bequeathed us. But greater and still more imperishable are the intellectual, legal, political, and ecclesiastical institutions through which the mediaeval world still shapes the thought and life of the latest generation. And to these the university belongs as emphatically as parliaments or constitutional kingship or trial by jury.

Thoughtful mediaeval writers recognized three great institutions or powers by whose operation and activity the life and health of Christendom were sustained. One of these they designated the *sacerdotium*, by which they meant the Christian Church, and especially the Papacy as its visible head and source. A second was the *imperium* or Empire, the source of all secular authority. And the third was the *studium* or University, whence flowed the streams of knowledge which watered the whole Christian world. In this way, to the great universities and especially the University of Paris, the common mother of all northern universities, was assigned a position as the third of the co-equal powers or organs of the European system. And as the centre of the Church was in Italy, and the imperial throne in Germany, so the University, which for centuries dominated the mind of Europe, had its seat in France.

But though Paris was the greatest, and in its historical influence by far the most important, it was not the earliest of universities. The original form of a university was that of a guild.

This institution was a product of the instinct of association which in the course of the eleventh and twelfth centuries was peculiarly active and fruitful among the towns of Europe. These guilds sprang into existence without any express authorization of prince or pope. But the scholastic bodies which thus originated were of two distinct types: they were either guilds of masters or guilds of students. The archetype of the guilds or societies of masters was Paris. And the archetype of the guilds or clubs of students was Bologna. Paris and Bologna are accordingly the two archetypal universities. And every later university from that day to this, whether consciously or unconsciously, is an imitation more or less vague of one or the other of these types. Even the most modern universities, whose students are ignorant of the glorious histories of Paris and Bologna, unwittingly retain the constitutional features or usages which have come directly from the Bologna students or the Parisian masters of seven hundred years ago.

Although these parent universities arose during the last three decades of the twelfth century, there is another university of still earlier date. Salerno is the oldest of universities. Its constitution appears to have been different from that of either Paris or Bologna. But in the history of universities it is of little importance, because it was devoid of that remarkable power of reproduction or propagation which characterized the universities of Bologna and Paris. Salerno was essentially, if not indeed exclusively, a school of medicine. This, however, does not derogate from its dignity as a university; for the notion that a university is a school in which all the faculties or branches of knowledge are represented has no warrant in history, though it is undoubtedly the ideal of the best modern universities. Salerno in this respect was no worse off than Bologna and but little inferior to Paris, for Bologna was exclusively a school of law, and Paris, though having an arts faculty, was pre-eminently a school of scholastic philosophy and theology. And the fame of Salerno as a school of medicine was not inferior to that of Bologna as a school

of law or of Paris as a school of theology. It reached the zenith of its renown when it was visited by Robert, Duke of Normandy, who came to be cured of a wound after the Crusade of 1099, and there received the news of the death of his brother, William II of England. But the origin of the school is veiled in impenetrable obscurity. Certain, however, it is that in the eleventh century there was a revival of medical as well as legal, theological, and dialectical study in Europe. And the school at Salerno had attained a European celebrity as early as the middle of the eleventh century. It is not improbable that the medical traditions of the old Roman world lingered in southern Italy. And there is evidence that by the middle of the eleventh century the medical classics of the Graeco-Roman world began to be studied there with new enthusiasm and interest. That Salerno should have been the intensive centre of this revival of medical science may be attributed to its renown as a health resort, which was chiefly due to the mildness of its climate. But whatever explanation of the fact may be discovered by historians, the fact certainly is that for at least two centuries Salerno as a school of medicine had a celebrity as unique as that of the school of law at Bologna or of theology in Paris, and throughout the Middle Ages no other school of medicine except Montpellier ever rivalled its fame. All the more remarkable is it that this school exercised no influence on the development of other universities or even on the constitution and organization of their medical faculties. There is, however, one curious feature of the school, which will always secure for it the sympathetic regard of a democracy which respects the rights of women. The school of Salerno not only admitted women as students but the names of women as practitioners, teachers, and writers adorn its palmyest days.

The rise of the University of Bologna is connected with the revived study of the civil law. This was one side of that wonderful deepening and broadening of human culture which characterized the twelfth century. In France this renaissance burst out into theological and philosophical speculation. In Italy it took

the form of a revival of the study of Roman law. The contrast, however marked, is not inexplicable. In Paris all intellectual life was confined to the cloister; the governing class consisted of the military and clerical orders, and only in the latter was there any demand for learning. In Italy, and especially in northern Italy, on the other hand, the municipal institutions of Rome had remained as a fact or at least as a memory. And historic circumstances in combination with the inherent vitality of their civic life had tended to develop the Lombard towns into practically independent republics. The intellectual renaissance of the twelfth century coincided with this struggle for independence. And consequently the revival of intellectual activity took a political and legal direction. There was a demand for fruitful knowledge, and especially for a science applicable to the regulation of social life. This demand was met by a revived study of the great monuments of Roman jurisprudence. No wonder that under these conditions the science of law aroused in Bologna the same genuine intellectual enthusiasm which attended the lectures of theologians and philosophers in Paris. And the glory of Abelard in Paris may be matched with the fame of Irnerius in Bologna. It was Irnerius, whose teaching belongs to the first third of the twelfth century, who first raised Bologna to European fame.

Irnerius indeed was not the rediscoverer of Roman law, nor the first teacher of law at Bologna. But if he did not introduce the Digest into the course at Bologna, he at least gave it a new prominence. And the Digest, which is composed of the *responsa prudentum*—the great jurists who made Roman law what it was—alone adequately reveals the spirit of Roman law, the Institutes which had been previously used being a mere introductory textbook. Irnerius also introduced a closer, more critical, and at the same time a more professional study of the original source of law. He also began that organization of the regular curriculum of an ordinary legal education, which extended itself in time to all the universities of Europe, and which has to-day to a large extent descended to modern universities. He also differentiated law

studies from general or liberal studies, and law students from arts students.

One consequence of the change just described was the growth of a class of students older and more independent than the students of the earlier Middle Ages. And when it is borne in mind that these law students were laymen and generally of good social position, we can understand how in an age given to the organization of guilds or societies they should have formed themselves into a student guild, which gradually asserted its powers and enlarged its jurisdiction until it compelled the professors, under pain of a ban which would have deprived them of pupils and income, to swear obedience to the head of the student guild and to obey any other regulations which the guild might see fit to impose upon them. The student guild was called a university, and the head of it a rector. Bologna, then, is the archetype of the university of students as Paris is the archetype of the university of masters. As an institution the university of students has disappeared. Its power lay in the fact that professors lived from the income they derived from students' fees and that the students could break up a university by migrating elsewhere.

But while the university of students has disappeared as an actual institution, the office of rector in the Scotch universities carries us back directly to the rector of the university of students at Bologna. The Scotch office is now an honorary position, to which the students annually elect some man distinguished in science, literature, or public life. But at Bologna there was a very real substance behind this form. The professors were held in bondage by the students, for there were no buildings or property owned by the college of masters, and if the students decamped to another place the university disappeared with them. Professors might be summoned to appear before the students' rector or interrupted in the middle of their lectures by a rectorial proclamation; they were forbidden to be absent a single day from their lectures without permission from their students; they were obliged to begin their lectures promptly when the bell of St.

Peter's began to ring for mass; and they were regulated with the utmost precision and detail in the actual conduct of their lectures, so that they could not postpone a difficulty to the end of the lecture—lest it should be evaded altogether—or spend a disproportionate time over the earlier chapters of the textbook, or skip any chapters or portion of the work prescribed. And with a view to enforcing obedience to their statutes on the part of professors, a committee of students was appointed by their rector to observe the conduct of the professors and report their irregularities to the rector.

The University of Bologna is, as I have said, the archetype of the student-universities and the University of Paris of the master-universities. Both of them exercised profound influence on the university system of Europe. They were both founded about the same time, namely, in the last thirty years of the twelfth century. The Bologna university of students, however, seems to have completed its organization somewhat earlier than the Parisian society of masters. But the latter, though the later organization, in time became the more influential and renowned.

As the fame of Bologna is connected with Irnerius, so the origin of the University of Paris has been traced to Abelard. But no university existed in Abelard's time. That great man was born in 1079, and the first trace of the University of Paris is not found until nearly a century later—until the year 1170. Nevertheless, it is a just historic instinct which connects the name of Abelard with the foundation of the University. For the rise of the University of Paris was due to that profound intellectual movement of which Abelard must be regarded as the creator, or at any rate the most conspicuous representative. It was the fame of Abelard which drew to Paris from all Europe those multitudes of students whose presence necessitated the multiplication of masters out of which the university eventually grew. Paris became a city of teachers. In that age of guilds the formation of a teaching guild was inevitable, and with the formation of a guild of doctors or teachers the model of all master-universities was born. Thus the University of Paris was the product of

the intense intellectual life which Abelard more than any other man initiated in Paris. As Rashdall says, "from the days of Abelard Paris was as decidedly the centre of European thought and culture as Athens in the days of Pericles, or Florence in the days of Lorenzo de Medici." And the stream of pilgrim scholars which set in towards Paris in the days of Abelard flowed continuously for at least a century and a half.

As Bologna was a school of law, so Paris was a school of scholastic philosophy and theology. The study of logic, or dialectic, was the characteristic feature of the education of the time. And in logic the one topic which fascinated the Middle Ages was the metaphysical question of the reality of universals, out of which the whole controversy between nominalism and realism arose. This seems to us a very dry and barren topic, and common sense would dispose of it in a short time. Yet the thinker will find himself led by this question from logic to metaphysics and from metaphysics to theology. And it is not difficult to make clear the theological bearings of the logical puzzle. Does any reality correspond to general terms? If so, then whatever reality individuals of that class possess can be understood as derived from the reality which corresponds to the general terms.

In this way the doctrines of the Trinity and of transubstantiation could be made intelligible. On the other hand, if there be no reality corresponding to general terms, the only realities in the world are individuals. And from this point of view it was impossible to understand how three individual realities could be one person. Thus nominalism, as the latter doctrine was called, seemed to involve tritheism, as on the other hand the alternative doctrine of realism easily ran into pantheism. Thus it was out of the questions at issue between mediaeval realism and mediaeval nominalism, that there arose that intellectual movement of which the universities were the outgrowth and of which they afterwards became the organ. Scholastic theology was an attempt to rationalize theology by an application of dialectical methods to theological problems. Abelard was the representative of the principle of free

and unfettered inquiry in matters of religion. And this was the principle originally embodied in the University of Paris. It was in devotion to this principle that Abelard, alike in the field of logic, philosophy, and theology, cast such a profound spell over the students of his generation.

But however radical or independent the new university may have been, its essential mission was to serve the Church. The masses of the people lay in ignorance. The military classes had no desire for education. It was churchmen only who needed education in France, and to supply this education was the mission of the new university. The location of the university at Paris, a great European capital, gave it a place in the political and ecclesiastical world which no other university has ever occupied. Its influence in the state is indicated by the title conferred upon it by Charles V of "the eldest daughter of the King." And when the orthodox scholastic theology had triumphed alike over skeptics and reactionaries, the University of Paris became also "the first school of the Church".

But the new university was not merely a school of theology and philosophy. There was at a very early period differentiated within the university an organization composed of masters of arts. And indeed the faculty of arts eventually became predominant in the university. And this twofold object of the University of Paris—arts and theology—is reproduced in the University of Oxford, which is a daughter of Paris. But the University of Paris did not content itself with these two branches of study, which were, however, recognized even in the time of Abelard. The teaching of the civil law was introduced into the university soon after the revival of that study under Irnerius at Bologna. Nor was a department of medicine wanting, although the Parisian school of medicine never equalled the fame either of Salerno or Montpellier. The summary of Alexander Neckham, who studied at Paris near the close of the twelfth century, shows that the four faculties were already in existence at that time:

*"Hic florent artes, coelestis pagina regnat
Stant leges, lucet jus: medicina viget."*

The University of Paris was called into being by the need of professional training for ecclesiastics. In the Middle Ages at least this was regarded as the highest profession, and the subjects of professional study absorbed the intellectual interests of the day. The University of Bologna was called into existence to furnish professional training for jurists. The social and political conditions of northern Italy called for experts in the science of law. The University of Salerno was a school for the training of physicians—a class of experts naturally in demand in a famous health resort. The University of Paris as described by Neckham was therefore a union of professional schools for ecclesiastics, jurists, and physicians with a school of liberal arts, in which candidates for the professional schools received their preliminary education. This brief historical sketch therefore justifies Paulsen's assertion that "all public institutions of learning are called into existence by social needs, and first of all by technical-practical necessities. Theoretical interests may lead to the founding of private associations, such as the Greek philosopher's schools: public schools owe their origin to the social need for professional training."

Shall we then say that a university is a union of schools of law, medicine, and theology, in combination with a school of liberal arts which gives students a general education preparatory to professional study? Or is this conception adequate when we acknowledge that since the nineteenth century even the school of arts has taken on something of the character of a professional school for the training of teachers of the secondary schools?

There are later developments in the history of universities which warn us against hastily answering this question in the affirmative. If we have taken account of the work of Irnerius at the University of Bologna and the work of Abelard in Paris, we cannot afford to overlook the work of Wilhelm von Humboldt in the foundation of the University of Berlin. That university was established in 1809 under memorable circumstances. Prussia had been prostrated under the heel of Napoleon I. At this time

she placed at the head of her school system Wilhelm von Humboldt, who was a great scholar and a statesman of high ideals. Humboldt was animated by a profound faith in science and a deep reverence for freedom of inquiry. And freedom and independence were the fundamental principles of the University of Berlin. "Science," he said, "is the fundamental thing," and "solitude and freedom are the principles prevailing in her realm." His predecessor had held the view that the State should provide only schools for preparatory education and professional schools for physicians, lawyers, etc. Humboldt on the other hand wished to preserve the universities as independent institutions at which research and instruction should both be maintained. And the chief function of both teacher and pupils was in his view to co-operate in the promotion of knowledge. Research, he believed, could be promoted more effectively by university professors surrounded by students than by investigators in a separate academy. "The State," said von Humboldt, to the King, in his report upon the University of Berlin, dated May 23rd, 1810—"The State, like the private citizen, always acts wisely and politicly when in times of misfortune it uses its efforts to establish something looking to future good and connects its name with such a work."

The establishment of the University of Berlin upon this new basis openly and officially recognized research as a fundamental function of the university. It was a function which was not new either in the universities of Germany or in those of other countries. But it had never before been so specifically formulated and never before been so consciously adopted as the fundamental principle of the institution. And from Germany this conception of the essential functions of a university has gradually and in some cases slowly extended itself to other countries. The foundation of Johns Hopkins University a generation ago was the first specific recognition of the principle in the United States. To-day the conception for which Johns Hopkins University stood has become the possession and practice of our foremost universities. We now have an Association of American Universities to which the con-

dition of admission is the possession of a strong graduate department. And that association now has eighteen universities enrolled in its membership.

So far this sketch of the historical development of universities has discovered for them the following functions, namely: The education of students of the liberal arts, the professional training of theologians, lawyers, and physicians, and the enlargement of knowledge and science by means of independent inquiry and research. An institution exercising these functions must be recognized as a practical necessity for the maintenance, diffusion, and promotion of our culture and civilization. But it cannot be expected that, in a world governed by the laws of evolution, universities will not develop like other institutions. They must meet the intellectual needs of successive generations. And these needs in the future are likely to be as varied as they have been in the past. And we can already see that since the foundation of the University of Berlin, a hundred years ago, the functions of a university have undergone a transformation not less radical than any change it experienced from the days of Irnerius and Abelard to the days of Humboldt, Fichte, and Schleiermacher.

This new departure has been formulated by a body from which we should scarcely have expected such a deliverance: by the Congress of the United States. I believe that the future historian of education will recognize that the Land Grant Act of 1862 marks an epoch in the conception of the functions of the highest institutions of learning. That Act donated public lands to the several states and territories for the maintenance of institutions whose "leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." This act of the Congress of the United States aims at a democratization of science and culture. It demands that

the sciences which underlie the common pursuits and professions of men shall be placed on an equal footing with the sciences which underlie the practice of law, medicine, and theology. It asserts for the "industrial classes" the same recognition in the halls of learning which members of the so-called "learned" professions have in the past enjoyed.

This legislation, of course, reflected the rising ideals and demands of the American people. The spirit of the movement and the ideal which it reflects for the development of the universities of the future were summed up in a memorable formula by a citizen of the State of New York who endeavored to build for the benefit of the people of our State a university corresponding to the new conception. "I would found," says Ezra Cornell, "an institution where any person can find instruction in any subject." In this formula the democratization of the university is complete. It is an institution for any person who can pass the entrance examinations, whether he aspire to be an engineer, an architect, a farmer, a chemist, a veterinarian, a miner, a forester, a teacher, a business man, a physician or a minister. And Ezra Cornell's ideal similarly demands that every branch of human knowledge and science shall be represented in the curriculum of the university in order that it may meet the varied theoretical and practical demands of the students whom it admits. And to-day it is even truer than it was in Ezra Cornell's time that the occupations, pursuits, and professions of life are becoming increasingly dependent upon scientific knowledge. As theology and jurisprudence depend upon history and philosophy, as medicine depends upon the biological sciences, so engineering rests on mathematics and physics, mining on chemistry and geology, agriculture on physics, chemistry, and biology, and so on indefinitely.

The distinction between vocations which implies that some are "learned" and some are not is to-day an anachronism. In the State of New York, for example, our engineers get a more thorough education than our lawyers. The tendency on the part of some academic circles to look down upon technical knowledge

and skill as something inferior is, it may be hoped, disappearing. To no considerable extent it has been due to the vanity of philologists, who prided themselves on the superiority they enjoyed as masters of the ancient classics. This class of persons would have separated the newer professions and callings from the older "learned" professions. They would have relegated the newcomers to the technological institutes, which would have occupied a position of inferiority to the universities with their faculties of arts, law, and medicine. Through the accidents of the school system this is what has actually happened in Germany. We may felicitate ourselves that a different course has been taken in the United States. There is no better judge of this matter than Paulsen, the eminent German educationalist, and Paulsen regrets the separation which has taken place in Germany.

"It is to be regretted," he says, "that the new professions requiring higher training were not articulated with the old faculties. Many rivalries, as for example between technologists and jurists, which occasionally vent themselves in violent recriminations, would probably have been more readily avoided. And knowledge and practice doubtless belong together; connection with a university, the privilege of using its scientific laboratories, closer contact with the theoretical research practiced there, would certainly bring many advantages to the new 'technical' branches. And, on the other hand, closer contact with practice would probably have a stimulating effect upon research, similar in its character to the mutually beneficial relation existing between medicine and the biological sciences in the philosophical faculty."

The essential work of a university must be done at the university. It is there that teachers and students meet face to face, and personal contact and personal influence is the vital part of all education. The university makes possible the life of study during a few years of withdrawal from the activity of the world and it brings together during that period in living intercourse teacher and teacher, teacher and student, student and student. A university is a place for serious and properly trained students,

for the highest intellectual cultivation, for the advance of science, and for strenuous professional training.

But it does not follow that the work of a university is complete even when it has discharged all these functions. The aim and final goal of education is the uplifting of the whole people. It is neither in the interest of science nor of citizenship, it is dangerous indeed to both, when scholars and scientists lose touch with the intellectual life of the people as a whole. Scientific research is and must be the work of the few. But science after all exists for the service of mankind. And what is true of science is true also of the humanities. But a humanistic culture which estranges the educated classes from the masses of the people is unhealthy and dangerous. I yield to no man in my admiration of the humanities and humanistic culture. But we must never forget that greater than the humanities is humanity.

The still unsolved problem of our universities, therefore, is the intellectual elevation of the whole people. Nothing short of this can be set before us as a goal. The ultimate educational aim should be to give to every individual "a chance to attain to a maximum of personal culture and social efficiency according to his intellectual gifts and the strength of his will." How this ideal is to be realized we may not at present clearly discern. But a genuine state university will begin the work of reaching the whole people by university extension lectures, by correspondence with individuals who desire knowledge but cannot leave home to obtain it, by encouraging evening and continuation schools, by sending out teachers in the liberal arts, in the sciences, and in the several technical callings, and by conducting co-operative scientific experiments which may serve as object lessons to farmers and others who wish to bring the light of science to the aid of their daily callings. I mention these methods of assistance more or less at random. They are not exhaustive, and could not be made so. New avenues of work will open themselves as the new years dawn and the new intellectual needs of the people develop. All that I am concerned to emphasize is the ideal of a university itself.

That ideal, in brief phrase, is to minister to the highest intellectual needs of the people and to promote personal and intellectual power in every individual. On the one hand it crowns the work of the elementary and secondary schools, and on the other hand it re-enforces, supplements and expands that work. Educators are priests in the temple of universal knowledge.

There is a special need of universities in a democracy. Rashdall, the historian of universities, concludes his investigations with the statement that from a practical point of view the greatest service rendered by the universities to mankind was this: "that they placed the administration of human affairs—in short, the government of the world—in the hands of educated men." Kings and princes found their statesmen and men of business in the universities. The kings and princes may have been uneducated, but they ruled through the instrumentality of a highly educated class.

In a democracy every citizen is a king or prince to the extent of one. Wise and just government is a function of intelligence and conscience. It is the business of the universities to train the intelligence. And if in a democracy the citizens are to rule justly and wisely it is essential that the citizens should be well-trained. In more exact phrase, the ideal is one of high popular intelligence with a keen sense of justice and right, which employs as its representatives, for purposes of public legislation, administration, and adjudication, those members of the community who have the best trained minds, the most sensitive consciences, and the most patriotic devotion to the public welfare.

FRIDAY MORNING, DECEMBER ELEVENTH

CEREMONIES OF INSTALLATION

AND

INAUGURAL ADDRESS
OF THE PRESIDENT

THE HONORABLE DAVID ROWLAND FRANCIS, PRESIDING

*ADDRESS OF INSTALLATION BY THE HONORABLE
DAVID ROWLAND FRANCIS*

Albert Ross Hill: I salute you as the President-elect of the University of Missouri; and on behalf of the Board of Curators, I shall proceed to invest you with the full authority and prerogatives of that title. A university presidency gives a rare opportunity to a man of ability, conviction and broad impulses to make his imprint on the thought of his times, and to exert an influence upon the progress of his people. The hundreds of students who annually go out from these halls to begin the battle of life, take with them impressions and precepts that affect, if they do not shape and control, their future career.

The Curators, realizing that the future of this institution for a generation at least depended upon the wisdom of their choice, looked over the entire educational field and discussed conscientiously and thoroughly the qualifications and worth of every educator throughout the land. You were their unanimous choice. And when they were so fortunate as to secure your services, the expressions of satisfaction and commendation were so general and so emphatic as to make them feel that they were benefactors of the University and of the State. We felicitate the faculty, the students, the alumni, and the people of the State of Missouri upon this happy consummation. We congratulate you, Sir, on possessing those traits of character and on acquiring those accomplishments prerequisite to the attainment and preservation of the high estimation in which you are held. None other than the lofty ideals and the high standards, linked with greatest perseverance and developed by self-sacrifice and persevering effort could have made you the man you are and the character so respected by us. The field upon which you are entering is not an unknown land to you, for a former connection with the University in another capacity gave you an insight into the inner workings of the University, and an acquaintance with the size and character of the student body. Your knowledge of the characteristics of

our people gives you a familiarity with their feelings toward the University and a sense of their appreciation of education. Respected and loved by the students and the faculty, bearing as you do the best wishes of the alumni and the good will of the people of the entire Commonwealth, no president of this or any other university ever entered upon his duties under more favorable auspices.

The Missouri State University during the next two decades will be in a great measure what you propose to make it and are successful in making it. The very atmosphere of a university is inspiring and broadening. Its tone and color are attributable in great part to the personality of the man who stands at its head. You heard yesterday through the Governor of this Commonwealth something about its achievements in the past and its possibilities in the future. The representative of the faculty, who on behalf of his colleagues extended greetings to you, very properly and impressively stated that the University of Missouri is now entering upon a new period of its career, which he aptly termed the period of influence.

Missouri, although there has been a little check upon its progress during the past two or three years, entered five or ten years ago upon such a career of advancement as it had never before experienced. The financial depression which prevailed throughout the country affected Missouri less than it did any other state of the sisterhood, in my judgment, and it is rapidly recovering.

Contrast the condition to-day of this university with what it was twenty years ago, and then imagine, if you can, what it will be twenty years hence. Within that time we shall have at least one city within our borders numbering one million population. At least one more will have three-quarters of a million, if not also one million souls. There will be at least two others—I have St. Joseph and Joplin in mind—that will have at least two hundred and fifty thousand inhabitants each. The population of this Commonwealth which during the past decade has increased

forty-three per cent, will increase at least fifty per cent in the next two decades, and in my judgment, it will approximate, if it will not reach, five millions of souls. The assessed wealth which has grown over fifty per cent during the past two decades will, I think, grow sixty-six per cent in the next two decades—in fact, I believe it will increase one hundred per cent.

But, Sir, we do not, upon this the threshold of your administration, desire to depress you or to burden you by stating what we expect of you. We are here to extend greetings to you and to pledge our support. No more interesting occupation, no nobler mission can any man undertake than the presidency of a great institution of learning. The blood that courses through your veins, the spirit, the ambition and the perseverance that have brought you within so short a period of life to the position which you now assume will know no change in the future. The Board of Curators, the alumni, and the students have no misgivings as to what this institution will become under your administration.

And now, Sir, I desire on behalf of the Board of Curators, to pledge you our support and encouragement; and if they are willing to second what I have said, they will please rise (Board of Curators rose) and remain standing. I desire also, Sir, to ask the faculty, and the faculty alone at this juncture, to signify by rising that they will give you their most faithful assistance. (Faculty rose) The Board of Curators may grant, the faculty may order, but the ultimate aim of the institution can only be attained by the work of the students. Will the students also join this army by rising? (Students rose)

Albert Ross Hill, on behalf of the Board of Curators, whom I represent, I now pronounce you President of the University of the State of Missouri. (Prolonged Applause)

And I now call upon the distinguished President who preceded the President-elect, and who devoted the best years of his life to the upbuilding of this institution, to invoke the divine blessing on this installation.

PRAYER BY FORMER PRESIDENT RICHARD HENRY JESSE

Almighty and most merciful God, our Father in Heaven, let Thy blessing come down abundantly, we beseech Thee, upon the University of Missouri, and upon him who to-day through Thy providence has been solemnly set apart as its chief leader. Endow him with wisdom from on high. Give to the President and to the University under his charge Thy holy spirit and Thy providential care. Consecrate them to the service of God. These things we ask as the disciples of our Lord and Savior, Jesus Christ. Amen.

INTRODUCTION BY THE CHAIRMAN

Distinguished guests, members of the faculty, students of Missouri State University, I have the honor of presenting to you the President of the University of the State of Missouri, Albert Ross Hill.

INAUGURAL ADDRESS OF PRESIDENT HILL

THE UNIVERSITY AND THE STATE

Curators, Faculty and Friends of the University:

With a deep sense of the responsibilities involved and of the varied and onerous duties of the position, I accept the Presidency of the University of Missouri. It is conferred upon me by the hand of one who, as Governor of the State, proved himself a champion of the interests of this institution during one of the severest trials of its history. Under such circumstances it comes to me with peculiar significance and impressiveness, and I shall never esteem its responsibilities lightly. I undertake the task with anxiety, yet with hope and courage; and with the co-operation and support of Curators, faculty, alumni, students, and the friends of education everywhere, whose expressions have deeply moved me, I shall endeavor to the best of my ability to discharge the duties of the position and to advance the causes for which this University stands. And perhaps I can most fitly comply with the demands of this hour by using the time at my disposal in discussing the relationship between the University and the State of Missouri.

The state universities of America are the earliest product of a movement in favor of public control of education, which began to show itself even before the close of the colonial period. The colonial colleges, though in most cases at the outset largely supported by grants from the colonial governments, were controlled by boards of trustees who were neither teachers in the institutions they controlled nor in any way responsible to the people, and these boards were self-perpetuating bodies. The rising democratic spirit and the increasing interest in civic affairs which were manifested about the time of the Revolution, tended to accentuate a feeling of distrust in the existing colleges, which, it was declared, did not fully answer the public need as regards higher education.

Efforts were made at different times to secure for the colonial governments a larger participation in the management of Harvard, Princeton, Yale, and other colleges; and in the case of King's College, now Columbia College of New York, for whose establishment funds were raised under the authority of the colonial legislature, a strong effort was made to prevent the issuance of its first charter, because of certain ecclesiastical conditions that were embodied in it. When the protest failed and the College had been incorporated, a bill was brought into the legislature providing for the establishment of a rival institution under the control of the colonial government. Though the bill did not pass, the result of the controversy was to take away half of the original endowment from the chartered institution; and the discussion called forth perhaps the earliest distinct American utterance in favor of the control of higher education by the State. It enunciated the doctrine that "societies have an indisputable right to direct the education of their youthful members".

Independence brought with it many important economic, political, and social changes, and the new states found themselves in possession of a great national domain in the west. Here was a clear field for educational experiment. Here were lands that could be set apart for educational purposes. Here, then, was an opportunity for the establishment of institutions which should answer to the rising educational consciousness of the American people. But the efforts at some sort of state control of existing institutions were not yet at an end. Immediately after the Revolution, attempts were made in the states along the Atlantic to make over the existing colleges or force them to accept some sort of public supervision. Notably in the State of Virginia repeated efforts were made to transform William and Mary College into an institution which might fairly serve as the crowning member of a state system of education. But all such attempts failed, except for brief periods and in few instances, and the demand for universities under complete state control became more profound and

far-reaching. The movement for their establishment was nearly simultaneous in the West and South.

Perhaps the turning point in the development of higher education in America, east and west, may be regarded as the famous decision of the United States Supreme Court in the Dartmouth College case, which declared unconstitutional and void an act of the Legislature of New Hampshire altering the charter of the College without the consent of the corporation, and which settled that a self-perpetuating chartered institution is a private and not a public corporation and so beyond the reach of governmental interference. The idea advanced by the opponents of Columbia's charter, that an institution of higher education could not possibly be a private concern as regards its operation and influence, had gone abroad and become a settled conviction in the minds of many leaders of public opinion. The decision in the Dartmouth College case put an end to the efforts directed at governmental regulation of educational close corporations, and the full force of the movement was thus turned in the direction of the establishment and maintenance of universities under full state control. In the same year in which this decision was handed down, 1819, the long and varied efforts of Thomas Jefferson to secure the establishment of a university under public control in the Old Dominion were crowned with success; and the fact that the University of Virginia held the chief place in a well thought out plan of education which was vitally connected with a democratic scheme of society, and that it was the cherished project of so illustrious a statesman, compelled the attention of the builders of the new commonwealths. Then, too, the intrinsic character of the new institution was such that its establishment marked an epoch in America's educational development.

In the following year the State of Missouri was organized out of the Territory of Missouri, and Congress deemed it expedient to devote two townships of land (46,030 acres) to a university, and one thirty-sixth of the entire public domain, together with saline and swamp lands, to district schools. The

maintenance and promotion, alike of the University and of the public schools, were deliberately and solemnly assumed by the State of Missouri as one of the conditions on which she united with her sister states in the federal union, as is shown in sections 1 and 2 of the sixth article of her first Constitution, "Schools and the means of education shall be forever encouraged in this State." "The General Assembly shall take measures for the improvement of such lands, etc., to support a university for the promotion of literature and the arts and sciences," etc. The University and the district schools of Missouri were thus at the very outset planted together as constituent parts of the public school system of the State, and the later Constitutions of 1865 and 1875 reaffirmed this organic connection, the latter providing that:

"The annual income of the public school fund, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining the free public schools and the State University, and for no other uses and purposes whatsoever."

If we turn from the Constitution to legislative enactments, we find the same connection the key-note of educational measures. The Geyer Act of 1839, which directly instituted the University, also provided for a complete state system of public education in accordance with the plan which Thomas Jefferson had unsuccessfully urged upon Virginia in 1779 and which nowhere else found systematic application. This scheme called for the establishment and at least partial maintenance of three classes of schools to be articulately connected with one another as necessary parts of one great whole: (1) elementary schools, (2) middle schools, academies and colleges in different parts of the State, (3) the State University, "in which should be taught in the highest degree every branch of knowledge, whether calculated to enrich, stimulate, and adorn the understanding, or to be useful in the arts and practical business of life."

Unfortunately, as I see it, the portion of the Geyer Act which related to the academies and colleges was repealed in 1843,

and the University was forced for many years to supply secondary training for the youth of the State who wished to take advantage of the facilities here afforded for higher education, by means of a preparatory department, very few of the towns providing instruction beyond the elementary grades. But the same national movement in favor of public education which had led to the establishment of state universities, brought later, borne on the same sweep of public opinion, the high schools of the present time, which in large measure supply the need that was felt from the outset for more adequate training for the many than can be given in the elementary schools, and for opportunity for the most brilliant and ambitious to prepare themselves to take advantage of a university course. Unaided by state appropriations, the public high schools of Missouri were developed, at first slowly and then with rapid strides, through the co-operation of progressive school superintendents and the administration of the University, until now there are over one hundred and fifty secondary schools in Missouri, public and private, that can render good service to their communities and incidentally prepare those students who desire the privilege for admission to the University. Through its system of visitation and accrediting of schools, this University has stimulated local pride and initiative, greatly elevated the standards of secondary education in the State, and while constantly raising its own requirements for admission, kept the unity of the educational system intact. We have found ourselves more or less consciously striving toward the standard set up by Huxley when he said, "No system of public education is worth the name of national unless it creates a great educational ladder, with one end in the gutter and other in the University." What legislation failed to provide for has been supplied in our state system of education by the co-operation of those parts of the system that were established by law, and the University has recently come into its birthright as the crowning member of a state system of education that is all but complete. And this position determines the chief functions of the University in state economy.

As the University is an organic member of the state system of public education, the work of its fundamental departments must rest solidly and securely upon a sound basis of secondary and elementary training. It must be so based upon it that there shall be no gap between the University and the schools that do the more elementary work of the system. The State University cannot require for admission what the schools of the State cannot give, either in total quantity of preparatory training or in specific phases of subject matter. This does not mean that the requirements for admission must be so low that the weakest school in the State can meet them, but that the general standard maintained by high schools of the first class must determine the standard of admission to the fundamental departments of the University. Furthermore, since the other parts of the educational system have as their primary function something else than preparation of their students to enter the University, it follows that the entrance requirements to the fundamental departments must be so flexible that the youth who has been trained to sound habits of work and of thinking will not find the door to higher education closed against him because he has not pursued intensively some particular subject in the secondary schools. But this situation need not prevent the State University from maintaining standards of graduation that equal those of the best privately endowed institutions. And, thanks largely to the ideals, insight and untiring efforts of my immediate predecessor in the presidency, and to the support which he received from the faculties and the school teachers of Missouri, this University to-day maintains standards of graduation for the degree of Bachelor of Arts that are not excelled by any university in America. Further improvement in the high schools of the State will not likely lead, therefore, to corresponding advancement in our standards of graduation for that degree, but to the elimination of some of the work now necessary in our lowest courses in the University. The lower schools and the University were established at the same time, have grown up together, and the future of each must be determined

by the progress and improvement in the other parts of the system. The University is just the State's highest school, and expresses the corporate longing of the people for the higher things of the spirit.

As the crowning member of the State's public school system, the fundamental function of the University I take to be the creation of the highest and most efficient type of citizen. We must graduate men and women here who will see life as duty and opportunity and not as selfish pleasure; whose instincts and emotions have been brought under the direction of reason; whose judgment has been sobered by the lessons of the past and by the methods and spirit of modern science; who have acquired intellectual toleration and social sympathy; who can discern the truth and dare to utter it; who have reverence, loyalty, capacity for devotion to great causes and a scorn of dishonor; who have insight into and appreciation of modern civilization and are responsive to its manifold demands.

In order to accomplish this result, the University must first and foremost train men and women to think. The child in the elementary school and the youth in the high school are just coming into possession of their racial and individual inheritance of instinctive and emotional life, and the chief problem of these schools is so to control these spontaneous and more or less random impulses, as to establish on this native groundwork habits and sentiments that make for social efficiency. Social control must prepare the individual for self control in a life of social relationships. But the young man or woman in the University, while still partly a creature of influences in the social environment, is possessed of a measure of self direction in thought and action, is experiencing a heightened sense of mental independence and doubts regarding the validity of those judgments which have been naïvely accepted through social heredity; he is subject to the "growing pains" of the intellectual life, and the way through all this to stability and sobriety of judgment is more thorough thinking. If the State is to attain the goal which may be

described as a rational ethical democracy, it needs pre-eminently the leadership of the largest possible number of persons of greater insight and larger social efficiency than the elementary and secondary schools, with their necessary limitations, can hope to develop. Such leaders must not only have the habits and sentiments that are demanded by the civilization they are to serve, but must have an adequate sense of values, a secure point of view from which to meet emergencies, and intellectual resources to deal with new situations.

The scientific character of the training afforded should be the distinguishing quality of the University in all its colleges and schools. The best way to prepare a person for leadership in the practical duties of a profession, so far as that can be done in school, is to train him to be an independent thinker and investigator in the domain of that profession. The great lawyer must be possessed of more than a knowledge of facts and precedents in law, he must have a power of independent judgment on any legal question he may have to meet; the engineer must have more than the mechanical skill in "doing things" which he can learn from experience in "doing," he must also be in possession of the fundamental facts and principles of physical science, and be so trained in their application that he will be able to master difficult and unexpected problems in his line; and the teacher must be more than a pedant whose mind is stored with knowledge of books and empirical methods of teaching: he must have insight into the deeper springs of youthful impulse and curiosity, and must be a living embodiment of the spirit of discovery, so that he can kindle in his pupils the sacred flame of aspiration, and be a power and vital force in the life of the community which he serves. This is the feature of the German universities and their professional schools which gives them such high standing among educational institutions and gives the Germans their pre-eminence in the world of science, scholarship, and industry.

But there are those who profess to see in this emphasis upon the scientific spirit some danger to the moral life. Now, the moral

danger from it is certainly inappreciable. Thinking leads to faith, or to that kind of doubt which is as humble as faith. It is the ignorant and unthinking mind with its triviality, its uncertainties, and its double vision, from which we have most to fear. The true scientific spirit fosters love of truth and discourages love of gain, and is thus essentially idealistic. And when I refer to thinking and to scientific training, I must not be understood to speak of the study of material objects and of physical science only, for our primary relation in life is not to things but to persons; and the study of languages, history, political and social institutions, and philosophy, may exemplify and inculcate the scientific spirit as fully as the study of the physical and biological sciences. To train men and women to think and to think truly, the University must present such a range of subjects that students may share in the world's best inheritance in each of the great realms in human thinking, and acquire a true view of the whole field of knowledge. The University must even require its students to pursue representative courses in each of the great fields of human thought and achievement sufficient to supplement and round out the general culture which is too meagerly provided by our secondary schools; but it should make its distinctive requirement the thorough mastery of the method and spirit of some one subject, for clear thinking in a restricted field is the surest guarantee of clear and sound thinking in a variety of directions. And all this work should be carried on in an atmosphere permeated with ethical and aesthetic ideals, and students of all departments should be in constant touch with the best in the realms of literature, music, and the fine arts. Taste, character, and religion must be mainly caught rather than taught.

Nor can the physical welfare of its students be neglected by the University. There must be scrupulous care about sanitary conditions, careful supervision of the health of students by trained physicians, and the means provided for recreation in gymnasiums and play grounds. If athletics are to make their true contribution to student life, a wide range of sports must be en-

couraged that shall enlist a great portion of the students, and not merely a small number of specially athletic men; and the spirit of genuine play must be dominant, for athletics have their valuable office, not as advertising or money-making enterprises, but simply as play. Unfortunately, some of the best games for university students have been so modified in America through the influence of the professional coach, that they now partake less of the spirit of play than of military discipline; and rivalry among universities for success in intercollegiate athletic contests has brought with it attitudes of students and alumni that are strangely out of keeping with the spirit manifested in all other relations. In fact I sometimes fear that intercollegiate athletics to-day constitute a great menace to the development of true university ideals in America, and that educators will be forced to consider more carefully than has yet been done how to use athletic sports for educational purposes where now they are in so many instances carried on for the entertainment of gamblers and their method is dictated by paid coaches without any educational aims. Fortunately I can say that this University has been a pioneer in its insistence upon clean, manly sport, and that it has been successful in enlisting the interest of large numbers in the several forms of athletic games; and the University of Missouri will continue to seek first the kingdom of true sportsmanship and let victories be added unto her. Thus conducted, athletics will contribute to the sanity and health of all other interests.

But the State University should be more than the highest institution for the scientific training of citizens, teachers, lawyers, engineers, etc. It should become to an increasing extent the scientific arm of the State Government. As the business of Government becomes more complex and its problems more difficult to solve, there will arise many cases in which careful scientific experiment and long continued investigation will be a necessary preliminary to final legislative action, and the University with its laboratories and trained investigators should stand ready to answer the State's call for scientific information and expert advice.

Hither should the State Government turn for service in testing foods and drugs for human use, as well as food stuffs for live stock; in testing fertilizers, water and milk supplies, mineral resources and materials for construction or manufacture; in investigating diseases of live stock, plants and fruit trees; and for expert advice on questions of taxation, improvement of reformatory and penal institutions, on legislation regarding railways, insurance, banking, and the manifold concerns of the people. There should be established at the University bureaus and offices of the State Government which have for their object scientific, statistical or philanthropic work, such as the State Board of Agriculture, State Commission of Good Roads, State Board of Health, State Board of Charities and Correction, State Geological Survey, State Fish Commission, State Historical Society, etc., where they can take full advantage of all the equipment in laboratories and libraries that is necessarily maintained here for purposes of scientific instruction and research. All this would not only enable the State to make full use of the equipment and officers of the University, but it would have important educational results that would benefit the State indirectly. The increasing number of scientific men centered here would help create that scientific atmosphere and spirit which I have described as the essential characteristic of a true university; and by such a union the State would secure the maximum of service at a minimum of cost. The co-operation between the College of Agriculture and the State Board of Agriculture, whose offices are by law in the Agricultural Building, affords a good example of the benefits to both parties from such intimate association; and the results have been equally satisfactory in every department in which the experiment has been fairly tried.

Turning from a general statement of the functions of the University in state economy, let me refer to the several colleges and schools as organs by which she seeks in a variety of ways to render the service expected by the people. May I not put first the College of Arts and Science, which aims to complete the

general culture of youth as they come from the secondary schools, and to provide for specialization in those fundamental branches which underlie all advanced technical study and without which the professional schools would be empirical and superficial rather than scientific in the training they could offer? Without aiming directly to equip its students for the practice of any particular vocation, this College, with its varied programme of humanistic and scientific studies, furnishes the key to all professional courses; and with its encouragement of disinterested pursuit of truth and insistence upon fundamental insight, it stands as an idealizing force in the entire life of the University. True to the genius of Missouri's people, who place a higher value upon virtue and the cultured will than upon mere economic efficiency, this State established the College of Arts long before she provided the facilities for direct professional training at this University; and the life of her early pioneers in higher education was devoted with wonderful singleness of purpose and a true patriotism to the furtherance of liberal culture. And though many changes have been wrought in the curriculum through the assimilation of the modern sciences and the modern humanities, thus keeping its work adapted to the changing needs of the people; though this Department has experienced the discipline of genuine poverty and the stimulus of the State's munificence; though it has shared with the State in the disasters of war and in the prosperity of her later industrial and commercial development, it yet retains, I like to think, that spirit of thoroughness and adaptability, of love of truth and philosophic poise, of self-sacrifice and devotion to the highest concerns of the State, that were stamped upon it by the first president, Dr. John H. Lathrop, and his loyal colleagues on the faculty and on the Board. The oldest living graduate, if he will take time to understand the inner spirit of her present complex life, will find that the University of Missouri has not broken with her past and that there is more here than "The Columns" to bind him to alma mater and link the institution with the historic life of Missouri people.

This College, which is logically and historically the most fundamental Department of the University, has at appropriate times adjusted its admission requirements and its curriculum to the improved conditions of secondary education and the changing conditions in the life of the people, and has recently adapted its curriculum to the needs of the individual student by arranging its requirements of general training in accordance with the previous preparation of the individual and requiring of each specialization along the lines of his own choice during the last two of the four years of study. But the most noticeable advance in the arts and science work of the University in recent years has come from the introduction of graduate instruction, and with it the spirit of investigation and independent search for truth on the part of both faculty and students. This has demanded of the University that, in making additions to its faculty, men and women of productive scholarship be secured; and the spirit of discovery has already touched with its dynamic force every aspiring soul in the group, and in the long run it will, I hope, become an axiom of our educational faith that he only can inspire university men and women to think who himself is imbued with the true spirit of research.

I take pleasure in noting that in the matter of enrollment the College of Arts and Science has fully kept pace with the growth of the professional schools, and that to-day more than one-half of the entire student body in Columbia is to be found registered primarily in its courses, undergraduate and graduate, and that in addition, with the single exception of the Law School, students in all Departments of the University devote a portion of their time to courses in mathematics and the fundamental sciences, English, history and economics, that are offered by the Academic Faculty. As the professional schools of the University raise their standards of efficiency, as the scientific spirit becomes the more dominant note in all their training, and as the demand increases for instruction in the arts and sciences beyond the scope of the undergraduate curriculum, we may look forward to an increasing

influence of the best traditions of this central Department of the institution. Strong in the reassuring inheritance of seven decades of successful work, the College of Arts and Science faces the future with firm faith in the value of what has been long known as "liberal culture," and with confidence in the disposition of the people of Missouri to support this form of culture for their sons and daughters.

The work of the more general courses in arts and science is shared by the numerous colleges of the State that are not under state control, and their success in accomplishing their special functions is a matter of congratulation to every friend of education. The extent to which we have had co-operation between public and private initiative in the field of liberal education in this State has been a piece of good fortune for the Commonwealth; and I look for that co-operation to become more conscious and active in the future, so that the general training given by the colleges will be more definitely articulated with the special training given by the University. As the State University becomes better equipped for the realization of her highest ambitions, an increasing significance will belong to the colleges devoted to general culture in the educational work of Missouri.

Next to the provision for liberal culture of the best minds among the young men and women of the State would seem to come professional training for those who are to be in a special sense the bearers of this culture to the rising generation, the public school teachers. "The function of a university," said the noted educator, Sir Joshua Fitch, "is to teach and to train teachers." Without attempting here to discuss the limitations of this statement, it seems to me self-evident that no state university can count itself truly a part of the public school system that does not regard it as one of its primary functions to equip men and women for leadership in the great work of public education, as it is represented in the elementary and secondary schools of the State. So thought the founders of the University of Missouri. President Lathrop, during the year which saw the dedication of the first

building, 1843, urged upon the Legislature and the Curators the importance of making special provision for the professional training of teachers here; and the Father of the University, the Honorable James S. Rollins of Columbia, introduced and supported to its final passage in the Legislature of 1867 a bill to establish a Normal Department, as the first professional school of this University. That the Legislature of 1867 was conscious of the significance of this new Department and that the people expected the University to exert through it a wholesome and uplifting influence upon the schools of the State, is indicated by the fact that at the same session there was made to the University an annual grant of one and one-third per cent of the state revenue, after deducting therefrom twenty-five per cent for the support of common schools, the first grant made by the State itself for the support of its University. The establishment of the Normal Department here was also the first step taken by the State to provide professional training for Missouri school teachers. It antedates the normal schools of this State and was the first department of its kind in America to be established as co-ordinate in rank with other schools of a university.

Amid varying fortunes and under various names, this Department has been ever since maintained by the University and has rendered a valuable educational service to the State. But it remained for the administration of President Richard Henry Jesse to realize the full responsibility of the University in the preparation of teachers, and the necessity as well as wisdom of strengthening this old Department. In 1904 it was reorganized as the Teachers College, its courses were put upon a scientific basis in keeping with modern university spirit, its degrees made the full equivalent of other university degrees, and its activities greatly extended. That its recent service to the educational system of the State has been much appreciated by the school teachers and intelligent citizens of Missouri there can be no doubt, and if it is properly supported and wisely directed there are virtually no limits to its possibilities of service. But the Teachers College cannot supply

more than a small fraction of the four thousand new teachers that must every year be recruited for the schools of this great State, and the State has wisely established a State Normal School in each of its main geographical divisions. Being in a position to admit students of less scholastic preparation than is possible for the University, and being located in the very heart of the communities which they are intended especially to serve, these Normal Schools can do a work which no other element in the school system can so well accomplish; and they and the University should work together practically as a single institution for the improvement of the whole system of public schools supported by the State. The University should be prepared to offer the most advanced professional and academic courses for normal school graduates as well as for the graduates of the colleges who wish to take up the work of teaching in the public schools.

But while the people of this State believe with Plato that the divinest things are the most serviceable, they also planned from the outset, as has been noted, to have taught in the University whatever branches of knowledge might prove "useful in the practical arts and business of life." And when they turned to the consideration of how instruction in the University might be made a means of developing the State's industries, what more natural than that they should think first of instruction in agriculture, the greatest industry and source of wealth in the State? The establishment of the Agricultural College as a Department of the State University was foreshadowed in the addresses of the first president and the discussions in the Board of Curators, but its realization was made possible only when Congress passed the Morrill Act, providing for the donation of public lands for a college in each state, whose object should be the teaching of "such branches of learning as are related to agriculture and the mechanic arts." After a long-continued and bitter struggle this College was in 1870 located at Columbia "as a distinct Department of the University," by an act of the Legislature which has proved a godsend to both the University and the State. Even the discussion which

the long contest gave rise to, in the newspapers, in educational journals, in lectures, on the stump, and before the Legislature, aroused public thought on educational matters and educated the people to a larger and truer conception of the State University. It amounted to little less than a second founding of the whole institution.

In accepting the Land Grant, the State of Missouri became responsible for the administration of the funds, the supervision and control of the instruction, and for supplementing the congressional grant not only by the erection and maintenance of buildings and equipment, but also, it is clearly implied, by additional endowments for purposes of instruction. She has kept faith with the Federal Government and has made increasing appropriations for the furtherance of the objects aimed at in the establishment of this College of Agriculture. But the Federal Government also went further, and later provided by the second Morrill Act, and still more recently by the Nelson Amendment, for annual appropriations from Congress in support of agricultural education in each of the several states, that exceed the total income of many a reputable college. But in some senses the most significant act of Congress in behalf of the agricultural interests of the country and of higher education in the science of agriculture was the Hatch Act of 1887, which provided for the establishment and support of agricultural and experiment stations in every state, "so that practical and scientific agriculture could walk hand in hand," as the originator of the plan tells us, and, as we know from the results, so that discovery in agricultural science might be stimulated and its results reported promptly and directly to the farmers of the State. This establishment was made possible through the force, eloquence, and insight of one who was for fifteen years a member of the Board of Curators of this University, an honored citizen of Missouri, and the first Secretary of Agriculture for the United States—the Honorable Norman J. Colman, of St. Louis. The establishment of the Experiment Station within the College of Agriculture, supplemented by the

later provision of the Adams Fund, introduced a new spirit into the work, and marked the beginning of investigations that have brought fame to the College of Agriculture and saved this State and the Southwest millions of dollars, and contributed in no slight degree to the growth of that spirit of discovery that is coming now to permeate every department of the University, and is to be, I hope, its most distinguishing characteristic in the future.

The College of Agriculture has contributed to the wealth of Missouri much more than its total cost to the State and Federal Governments combined, and the present work is but a promise of what it is capable of doing in the future. Take for instance the State Soil Survey which is now in progress, which aims to determine accurately the various types of soil in the State, their chemical composition and physical characteristics, and their adaptability to various plants, to crop rotations, and to different systems of farming. Samples of these soils are analyzed and their origin and past history studied. Definite field experiments are now in progress on the principal soil types which are most urgently in need of attention, for determination of the particular fertilizers, renovating crops, and systems of rotation which would be likely to produce the greatest economic results. Experiments have also been instituted to ascertain the cost, the feasibility, and profitableness of tile drainage for certain areas in the State. When this piece of investigation is complete, the College of Agriculture will be able to inform any community in the State what system of farming, what kind of fertilizers, etc., will be most profitable; and the results, if heeded by the people, will add enormously to Missouri's wealth. Experiments of similar significance are also in progress along lines affecting the live-stock and dairy interests of the State, some of them in co-operation with the United States Department of Agriculture, and results of great value are in sight if the means are provided for carrying on these experiments to a successful issue. All this is in addition to the instruction that is furnished to large numbers of Missouri young men in the scientific and practical phases of agriculture. May I

not quote with approval the words of the last report made by the State Board of Agriculture: "In the heart of the greatest agricultural region in the world, the Mississippi Valley, will grow up in the near future the greatest agricultural college in the world. Missouri, one of the richest of these States, with a more diversified agriculture than any other, and with the most central location, is peculiarly well suited to build such a college."

But we must do more than build here a great College of Agriculture. We must adapt the scientific results achieved to the needs of those living on the soil. While maintaining the high standards of scholarship that have been wisely adopted for those students who take the degree, we must seek to educate a much larger number of young men in modern methods of agriculture than can spend four years here after completing a high school course. We must expand and make still more attractive our short winter courses, and carry the gospel of scientific agriculture both by bulletins and by extension lectures to the four corners of the State. Nor should the College of Agriculture count its field limited to that which concerns the cultivation of the soil and the care of live stock, but joining hands with the Teachers College and the State Normal Schools it should help devise and execute plans for the improvement of rural education, and stimulate local initiative and local ambition for all that pertains to the welfare of rural life and rural institutions.

Next to the agricultural resources of Missouri stands her mineral wealth, in coal, iron, lead, zinc, lime, barites, clays and building stone; and the wisdom of the Fathers was shown in the provision made by the same Legislature for the establishment of a School of Mines and Metallurgy as well as a College of Agriculture and Mechanic Arts. There was thus fulfilled the interesting prophecy of the explorer and scientist, Henry R. Schoolcraft in 1819: "There should be a mineralogical school located here (in Missouri) . . . Any one who is cognizant of the advantages which various parts of Germany and particularly Saxony, have derived from such a school, will not deny the utility of a

similar one in the United States, and as to its location there can be no question, for compared with any other part of the Union this will be found the land of ores, the country of minerals. . . . Every day is developing to us the vast resources of this country in minerals, particularly in lead, and we cannot resist the belief that in riches and extent the mines of Missouri are paralleled by no other district in the world." Opened in 1871 at Rolla as a Department of the State University, the School of Mines has justly taken high rank among the mining schools of America, draws a large number of students from other States, is now probably better equipped materially for its special work than any other Department of the University, was never better administered than it is to-day, and its future value to the State cannot be doubted. The lines of its development seem to be indicated by two significant facts that have shown themselves for the first time this year: a relatively large number of young men who had secured their fundamental scientific training in the Departments at Columbia, where it can be much better given, transferred to Rolla for their special work in Mining; and a large enrollment of graduate students gives a higher scientific tone to all its technical work. To realize fully the purpose of its establishment, the School needs some additional buildings and equipment and funds to pay much better salaries to its Faculty.

The Law Department has been maintained at very slight cost to the State ever since 1872, and its graduates by the hundred have rendered honorable service to the communities in which they have settled and to the whole State and the Nation in the halls of legislature and the offices of government. It has set the standards of legal education in Missouri and exerted a wholesome influence in favor of higher standards of admission to the bar of the State.

I said earlier that in the fundamental courses the University must permit no gap to exist between her work and that of the good secondary schools; but this does not prevent her from requiring of her students the completion of a sound general training

before permitting them to pursue special and professional courses. The institution that furnishes the best legal education in the Commonwealth practically free of cost can afford to demand of her students that thorough training in habits of logical thinking, and that knowledge of political institutions, which will give her graduates the power to take positions of leadership in the practice of their profession and the social efficiency which is the justification of the State's expenditure. Contrary to the opinion of some who think that an institution supported by the people in their corporate capacity can never attain to the standards of a true university, I hold it to be the supreme privilege and the prime duty of a free state university to maintain the highest standards of graduation in her professional schools that the civilization of the time may demand; for by so doing she will render the largest service to the people of the State.

Nothing can be of greater concern to a state than the health of her people, and schools of medicine were among the first products of a demand for higher education. In the field of medicine, if anywhere, it is important that rule of thumb should give place to scientific knowledge. The Medical Department of this University was established in 1873, and though it has suffered from prejudices and cramped resources, it has performed an honorable service to the State. Now, to my mind, if the State requires an examination of proficiency from anybody as a condition of practicing any profession, it should itself provide an institution properly equipped where the requisite training can be obtained. It is to be hoped that the State of Missouri will promptly take measures to provide greater facilities for the training of her physicians, and that the Medical Department of the State University, whose ideals and standards are now high, may be able still further to raise its standards and increase its usefulness to the people of the State.

The recent industrial development of Missouri has led to a demand upon the State's highest educational institution for men trained in civil, electrical and mechanical engineering. The power-

plant manager, the engine builder, the electric and steam railroad contractor and manager, the cement manufacturer, and all the great industrial interests of the State turn to the University for help, appealing not only for trained employees, but for expert advice also. The School of Engineering, which was at first a division of the College of Agriculture and Mechanic Arts, thus came to assume the importance that demanded its establishment as a distinct Department of the University. The value of this school to the rapidly developing industries of the State can hardly be overestimated. In fact the industries of the State and the School of Engineering are but two different parts of the same thing. The development of this School has also contributed to university life by bringing to Columbia a large number of our most earnest students and by inspiring them with ideals of efficiency that are wholesome antidotes to any malarial tendency that might creep into the university life from academic traditions. Our technical instruction in engineering is good. Let it be still further improved! And let us remember that the engineer should also be a man; and not only that, if he is to be a leader in his profession, he must likewise be a leader of men. The courses here now require the fundamental sciences, English, and economics. Would it not be well to improve the courses still further by lengthening them somewhat, so as to provide more liberal and humanistic training for citizen-engineers?

But the university of the people must include scientific preparation for any department of our community life for the successful prosecution of which an extensive training is desirable. We must add, therefore, from time to time, schools which will take care of the new professions as they may appear. We have for some time provided for the training of lawyers, physicians, agriculturists, and engineers; and only this year, in response to insistent calls from students with that field in view, the University has made provision for the training of journalists. This great profession, large in numbers and important in influence, has a right to expect to recruit its ranks from university-trained

men, and I am hopeful of the service which the School of Journalism of this University will render to the advancing and complex civilization of Missouri. What other professional schools we shall need to add to our organization, only time and the changing and growing demands of a progressive civilization can determine. We must stand ready to meet the wants of the people and trust to the people to support the forms of training that minister to their intellectual, social and economic needs.

A people's university must thus be a very complex institution and furnish a varied programme of instruction. It must be dedicated both to truth and to utility, and while cherishing the old, it must always be in pursuit of something better. But this scope of instruction and this progressiveness of spirit bring with them one serious embarrassment. The natural equipment necessary for the old college was small and inexpensive. A few rooms, a few books, and a small teaching staff were all that was necessary. But modern scholarship is a scholarship of investigation, and investigation requires vast resources in the way of apparatus, libraries, laboratories, and museums. These resources are as indispensable to modern higher education as are machines to modern industry. Mark Hopkins at one end of a log and a student at the other would hardly constitute a modern university, even if both were geniuses. Further, no higher education can be self-sustaining. This is a recognized condition of civilization everywhere, and one that is accepted by all enlightened peoples. Exclusive of permanent endowments, a tuition fee of three hundred dollars a year would be necessary in the best universities of America, if the cost were to be defrayed by the students alone. In the University of Missouri we expend much less than that amount on each student—in fact, less than is spent in any university of equal recognized standing in the country. But I do not point to this fact with pride. Missouri has generously agreed to make the education offered by the University free to rich and poor alike, and this provision imposes a great obligation on the Legislature itself, for every addition to the number of our students or improvement in

our work, is an additional call for legislative appropriations. The University does not belong to the Curators; still less does it belong to the president. It belongs to the people of Missouri, and we are the administrators of a trust. It is, therefore, our duty to report from time to time to the people's representatives the ways in which, according to our judgment, the University can be improved and made more efficient. At the risk of making still further drafts upon your patience, I must say a word in regard to some of our most pressing needs.

In the most literal sense, it is the instructing staff that makes the university, for buildings and appliances are only means to enable the teacher to do his work efficiently. I believe the teacher's calling is the highest among men, but it is usually the worst paid; and as the customary remuneration in a profession is likely to determine the estimation in which that profession is held, the State will suffer detriment if the best minds are deterred from the profession of teaching by the social attitude incident to a low scale of salaries. Besides, there must always be a measure of competition in the employment of teachers as in other concerns, and this University cannot hope to secure and retain the ablest teachers for the young men and women of Missouri unless she can pay salaries equal to those paid by other institutions of her class. I consider it the greatest glory of the administration of President Jesse that he worked persistently, perhaps more persistently than any other university president in America, to secure and retain here the ablest professors that were available from any quarter of the globe, with the resources at his command. I shall seek to follow his policy in this regard, for the fruits of it are patent to every one familiar with the University of Missouri. So to the people, I would say, force us to work here in poor buildings if you must, but for the sake of the youth of Missouri, give us men!

But even great teachers cannot entirely overcome the handicap of meagre equipment in libraries and laboratories. A college may be successful with a comparatively small library, but to a

university a large and increasing collection of books and periodicals is a necessity. A university is an organization for the discovery and the promulgation of truth. The best that has been done in the past is embodied in the literature of the various subjects, and every investigator must know what has been done before, if he would know whether he is finding what is new. And as for the students, in proportion as they advance into the higher realms of knowledge, in the same proportion does that teacher's service to them become less and less that of the dogmatist, and more and more that of one who simply points out the way and guides them in their own independent investigations. Everywhere a generous store of books has been considered a provision of the most fundamental importance. For instance, the University of Strassburg, which is one of the newest establishments in Germany, did not think of beginning instruction till it had collected a quarter of a million volumes, and this collection has been constantly added to ever since. The present library facilities of the University of Missouri are altogether inadequate; and what has been said about the library, both as to importance and present inadequacy, can be said of the laboratories of both pure and applied sciences.

In the matter of buildings, the most pressing need is for a library building, of fire-proof construction, in which to preserve and make better use of the present collections of the University and of the State Historical Society, and provide for their future growth. It is false economy for the State to expose to risk of fire the valuable collections that are now housed in this Academic Hall and in other buildings on the campus, many of the pamphlets especially being impossible of reproduction in case of loss; and the space now occupied by stacks and reading rooms is sorely needed for class-room purposes. The Engineering Building is overcrowded and ill-adapted for the purposes of one of the fundamental scientific laboratories now quartered there. Physics is the most fundamental of sciences, and yet it is the one science taught on this campus that has no building provided especially

for its use. The Chemistry Building, never well suited for the purpose, has been entirely outgrown by the rapid increase in the number of students that from necessity or choice seek to take advantage of the courses in that science. At the State Farm, veterinary science finds its work divided between practically all of the agricultural buildings, and the necessity of bringing diseased animals for study into the Live Stock Judging Pavilion is a menace to the health of the most valuable animals in the herd or in the world; the Dairy Department needs a more suitable barn for its purposes, for the State Dairy Association has declared that there is not a herd of dairy cattle of equal value in the State kept in such an inferior barn, and this department is naturally looked to by dairymen to furnish an example of appropriate sanitary conditions for the production of milk; the Department of Animal Husbandry finds its present Live Stock Judging Pavilion completely outgrown because of the increased enrollment; though Missouri is one of the leading horse-rearing States in the Union, no building has yet been provided by the State for the stabling of horses to enable the department adequately to carry on its experiments in breeding and feeding; and the Horticultural Building was outgrown a year after it was opened, so that the work in botany should be withdrawn from that building at an early date and a new building be provided for the fundamental biological sciences. The Teachers College needs a building in which to conduct its classes for observation and practice, which are as essential to its efficiency as laboratories for the physical sciences. Because of the lack of such a building it has been forced to rent property in town in order to carry on its work. These are only the most pressing and immediate needs for space in which to carry on the work of class-room and laboratory instruction in this University. I can hardly believe that the people of the State realize that since 1903, the date when I first became acquainted with the institution, our enrollment in the Departments at Columbia has more than doubled, while there has not been added a single building for class-room or

laboratory purposes, if we exclude the small and inexpensive structures that have been erected at the farm. But this is not all. If we are to care adequately for the health of the increasing number of young women who, in response to the demands of modern civilization, seek the advantages of higher education, a gymnasium for women is an absolute necessity. And I need hardly mention on this occasion, when only a small fraction of our students can be admitted to this hall, that the University needs an auditorium with a seating capacity of at least 3,000 in order to provide for gatherings of the entire membership of the institution, so as to maintain some unity in its life and prevent its spiritual interests from disintegration. Still another need is that of dormitories, both for men and for women, so that students of the University may find adequate and hygienic living accommodations and so that living expenses may be kept at a moderate rate. Let us see to it that the University of Missouri never ceases to be the poor man's university.

This is the University of all the people of Missouri. Individuals of wealth within the State might well add private benefactions to public munificence, knowing that any buildings erected here will be lasting monuments to their memories, and that the State will gladly provide for maintenance and for the administration of the trust. It is perhaps not fully known throughout Missouri how large a proportion of the University's property is the gift of the generous and idealistic spirit of the citizens of Columbia and Boone County. They have magnanimously turned over this property to the uses of the State without leaving upon it even a permanent record of their names. May we not expect to find many citizens of the State who will emulate their noble example and supplement the bounty of the Legislature? And to the legislators we would say: You are fortunate in having the means of supply, or in being able to create them in large abundance. Visit the University. Examine into its minutest details. All its interests are yours as the representatives of the people. And when you become familiar with its work and its aims, I am

sure you will plan for it largely, generously, and abundantly as the crowning glory of the Commonwealth. As I recall the history of what has already been accomplished, as I contemplate the resources of this great and noble State, I believe the Legislature and the people will be content with nothing short of making this University worthy of the State; and that means making it the peer of any university in the land. This institution has already become recognized as one of the first universities of America and the leading institution of higher education in the whole Southwest; and the people of Missouri will wish to maintain and advance its standards for the sake of their sons and daughters, and also, at reasonable tuition fees, for the children of those Missouri pioneers who have gone out beyond her borders to develop the resources of all this vast region. They will want to see here buildings, equipment, great teachers, and a mature and earnest student body. These are the factors that go to make up a great university; and these are the aspirations in whose strength the University of the State of Missouri now girds herself afresh for the tasks that lie before her.

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